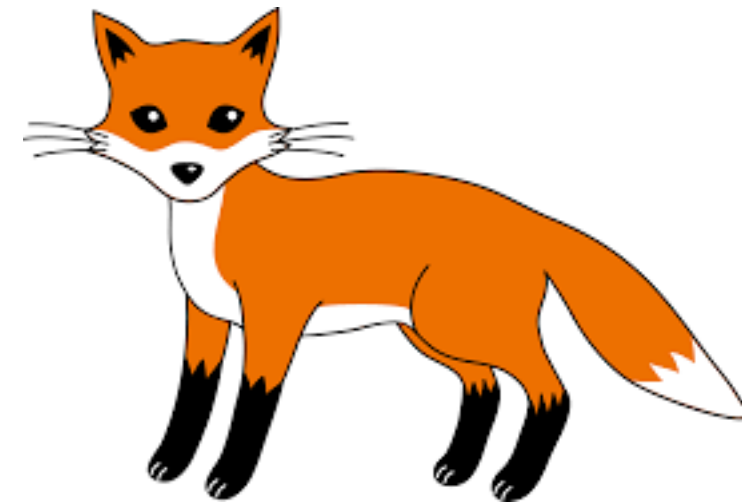


**LOUIS H. FARRELL ELEMENTARY SCHOOL**

**2018-2019  
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 2018-2019 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 be ending this Fall in which a two-story addition will have been attached to our current Annex. Due to this we will be adjusting some of our morning arrival and afternoon dismissal procedures. 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. We will also be required to complete a fire drill in August, so we will need to do this the first week back.

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.

**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. 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. Also, 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.

- **After School Academic Support and Enrichment for Math (Pathblazer) and Reading (Lexia)**
- **After School Extracurricular Activities**
- **After School “Methodist Services” Program and Paley Daycare Program**

**PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS**

- **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.**

and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- **Contributions from parents on effective teacher-parent communication are always welcome. A specific time for input is designated at the Fall Home and School Association/SAC meeting and other meetings that follow and the information is passed on to teachers and staff through the Principal Chat and Chew on Professional Development days. 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’ “e-mail” and parent portal. Specifically, one professional development day in the fall, is focused on working with parents as equal partners in the educational process. Staff will review parent survey results and incorporate parent suggestions into their parent and family engagement program.**
- **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 continue to have an Early Literacy Specialist assigned to the school providing daily professional development to all Early Literacy teachers as well as a Reading Specialist on site.**

**Louis H. Farrell School** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- **“Farrell Five” & “Power of 3” School-wide Behavioral Support**
- **“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**
- **Waterford K-2 Math Intervention Program**
- **“Imagine Learning” Program School-wide Intervention Program for Literacy (K-6) and Math (3-8)**
- **Honor Roll for grades 4-8**
- **Student Council**
- **Muffins with Mom Day**
- **Donuts with Dad Day**
- **Graham Crackers with Grandparents Day**
- **Workshops for Parents**
- **Project Pride Prevention Services**
- **Second Step Program**
- **RSVP Volunteer Program**
- **Parent and Family Portal through Infinite Campus**
- **Sports Clubs**

## **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 unexcused. 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 following reasons are **not excused absences** and will be marked as unexcused should the child not return to school:

- Doctor, Dentist, routine visit (should not require a full day)
- Overseas trips or Family vacations
- Inclement weather
- Illness of a family member

The trigger for a truancy referral remains 10 unexcused days. After a third unexcused 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.

**Lateness:** A phone call will be made each time your child is late for school and excessive lateness can result in the loss of Honors or for 8<sup>th</sup> grade students, loss of 8<sup>th</sup> grade privileges.

### **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.**

**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 8:36 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 4 & 5
- 11:20 -12:00 – Kindergarten & Grade 1
- 12:05 - 12:50 – Grades 2, 3, & 6
- 12:50 - 1:35 – Grades 7 & 8

\* 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

- **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.**
- **Guiding parents toward after school care provided by Pelbano, Paley and Methodist.**
- **Guiding parents to Cora Services through the MTSS process.**

**Section G: BUILDING CAPACITY OF PARENTS**

**Louis H. Farrell School** will build the parents’ capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State’s academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child’s progress
  - e) How to work with educators to improve the achievement of their child

**Workshops and events, such as learning how to access the Parent Portal, Literacy and Math workshop, preparing for high school, and Standardized Test Information, will be held during the monthly Home and School/SAC meetings and/or scheduled as needed. The monthly Home and School/SAC 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 13 and 20, 2018, at our Winter Home & School/SAC meeting (Date TBA), and at the Spring Title I Parental Input Meeting (Date TBA).**

**Students will have access at home to materials used for instruction, and web-based activities in reading and mathematics, through Pearson, 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.**

**Section H: BUILDING CAPACITY OF SCHOOL STAFF**

**Louis H. Farrell School** will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value

- 4) 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, Pashto, Spanish and Ukrainian Bi-lingual Counseling Assistants are available and meet with parents and administration to further school/parent communication. School staff also utilizes Language Line, when BCAs are unavailable. Parent Workshops will be held monthly and parents will be invited to participate in professional development opportunities at the school and network level.

**Section D: SCHOOL-PARENT COMPACT**

**Louis H. Farrell School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

- **The Leadership Team will annually evaluate our Parent and Family Engagement Program and revise it as necessary based on feedback from parents and staff. The Parent and Family Engagement 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 Winter and Spring Title I parental input 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 and family engagement calendar of activities based on parental input.**

**Section E: RESERVATION OF FUNDS**

**Louis H. Farrell School** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- **Principal will share budget with parents at the Spring Title I parental input meeting and the Winter Title I parental input meeting. During this meeting, parents will review the previous budget as well as the upcoming budget. Then parents will give their input for how the funds should be spent.**

**Section F: COORDINATION OF SERVICES**

**Louis H. Farrell School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- **Principal’s attendance at meetings at a local pre-school and greeting pre-school parents.**
- **Distributing Kindergarten registration information.**

parental permission to use SchoolNet must also sign an acceptable use agreement. This agreement incorporates the terms and conditions of the AUP.

**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](http://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.)

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 extracurricular 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/behavior notices may result in a 60-minute or 30-minute detention administered by the teacher. Students will be issued demerits/behavior notices for being out of uniform and will receive an afterschool detention with administration after accumulating 5. 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 are a costly expense. Parents are required to reimburse the School District for damages.

(A) Parents play an integral role in assisting their child’s learning

(B) Parents are encouraged to be actively involved in their child’s education at school

(C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

(D) Other activities are carried out, such as those described in Section 1116 of the ESSA

**DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT  
REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

**Section A: JOINTLY DEVELOPED**

**Louis H. Farrell School** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- **Parents are members of our Home & School Association/SAC, which assists in the coordinating and planning of all activities. Parents are invited to attend monthly Home & School/SAC meetings where input is garnered and school status and upcoming events are discussed. We have Winter and Spring Title I Parental input meetings for assistance in the Parent and Family Engagement Policy and the School Parent Compact.**

**Section B: ANNUAL TITLE I MEETING**

**Louis H. Farrell School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- **The Principal and School-based Teacher Leader will present information (how Title I works, how to monitor a child’s progress, the School Wide Plan, Title I Budget, Teacher Qualifications, as well as Academic Standards and Assessments) to parents and will support the school as needed at our annual Back to School Night (September 2018) and at a monthly parent workshops relating to Title I.**

**Section C: COMMUNICATIONS**

**Louis H. Farrell School** will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- 1) **The Parent and Family Engagement Policy will be in the Parent Handbook that is distributed in September and posted on the Farrell School Website.**
- 2) **We have alternating AM and PM meetings throughout the year.**
- 3) **Childcare is provided during PM meetings.**



**The School District of Philadelphia  
LOUIS H. FARRELL ELEMENTARY SCHOOL**

8300 Castor Avenue  
Philadelphia, Pennsylvania 19152  
Main Office (215) 400-3230  
Fax (215) 400-3231

**Louis H. Farrell Elementary School  
Parent and Family Engagement Policy**

**School Year 2018-2019  
Revision Date: {04/24/2018}**

In support of strengthening student academic achievement, **Louis H. Farrell School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Louis H. Farrell School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

**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 may receive a 60-minute or 30-minute after-school detention with their teacher.**
- **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* will continue for the 2018-19 school year and will remain as our school-wide 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* 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.

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 students 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, Office Discipline Referrals (new for 2018-19, old Pink Slip), 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.**

**ACTIVITIES TO BUILD PARTNERSHIPS:**

**Louis H. Farrell** offers ongoing events and programs to build partnerships with families.

1. *Involve parents in the planning, review, and improvement of the school's parental family engagement policy and school-wide program plan, in an organized, ongoing, and timely way every winter during the Title I Parent Winter Meeting.*
2. *Hold an annual meeting during Back to School Night (September 2018) to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
3. *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
4. *Provide an opportunity to meet with the Principal regularly throughout the year (Chat n Chews, Muffins with Mom, Donuts with Dad, etc.).*
5. *Provide an opportunity to meet with Teachers and Staff for review of report cards (November, February, and April).*

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

*Parents are encouraged to volunteer and participate through many venues including Home and School Association activities.*

*Volunteers for classrooms are encouraged and are arranged through the School Office in collaboration with teachers.*

**PARENT RESPONSIBILITIES:**

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

- *Monitor attendance.*
- *Make sure that homework is completed.*
- *Monitor the amount of television my child watches.*
- *Volunteer in my children’s school.*
- *Participate, as appropriate, in decisions relating to my child’s education.*
- *Promote positive use of my child’s extracurricular activities.*
- *Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serve, to the extent possible, on policy advisory groups, such as but not limited to, being a Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team, or school advisory or policy groups.*

**STUDENT RESPONSIBILITIES:**

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

- *Take appropriate responsibility for my academic success.*
- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school.*
- *Give to my parents or the adults responsible for my welfare all notices and information received by me from my school.*

**COMMUNICATION ABOUT STUDENT LEARNING:**

Louis H. Farrell School is committed to frequent two-way communication with families about children’s learning. Some of the ways you can expect us to reach you are:

- School newsletters to parents outlining important information
- Parent Portal to keep you up to date on school events
- Teacher websites or other web-based communication resource that give parents information on their child’s assignments, tests, etc.
- Parent Teacher conferences held throughout the year (November, February, and April)
- Weekly folders with important information going on at the school
- Emails to parents on student’s progress
- Weekly Robo-calls informing parents of the week’s activities

**V. Trips**

Students may attend trips throughout the school year and clear instructions and deadlines will be provided. Parents & Caregivers will be expected to adhere to these instructions and deadlines. **No child will be permitted to attend a trip without providing a signed permission slip.** Children should not be kept from attending a trip due to financial hardships. Should finances be an issue, reach out to a school counselor or the principal to discuss this matter. Parents & Caregivers may be asked to accompany their own child on a trip due to disciplinary issues and the parent will have to pay accordingly.

The school-wide PSSA trip is a school-wide (grades 3-8) reward for all students who complete all portions of the PSSA tests. Any student who is unable to complete the test or has opted out from taking the test is ineligible for this reward.

**W. 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 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 2018-19 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 should be worn 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.

**X. 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.

**Y. 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, as well as the notification of the Philadelphia Police Department. As per the School District of

Philadelphia's Code of Student Conduct: *Any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon, including any firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, or mace. This does not include ordinary objects such as pencils.*

There are no exceptions. (See "Act 26" policy)

**School District of Philadelphia Discipline Policy - Please refer to the 208-19 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).
- **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, Samantha Hartz, 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.

4. **No more than 25% (17-18: 35%) of 3rd grade students and 20% (17-18: 6th 35.6%, 7th 38.6%, 8th 38.6%) of 6-8 grade students will score below basic on the Math PSSA assessment. (SY 16-17 Baseline is 3rd - 45.3%, 6th 45.6%, 7th 48.6%, 8th 48.6%)**
5. **At least 50% (17-18 68%) of students will attend 95% of days or more (SY 16-17 Baseline 60.1%)**

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

## **SCHOOL/TEACHER RESPONSIBILITIES:**

**The Louis H. Farrell School will:**

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*All students will receive instruction based on the School District of Philadelphia's Common Core Curriculum and supporting materials. Students will be assessed regularly and every effort will be made to meet the needs of individual students through differentiated instruction, small group instruction, and specialized programs where appropriate.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

*1<sup>st</sup> Report Conferences - November 7 - 9, 2018*

*2<sup>nd</sup> Report Conferences – January 30 - February 1, 2019*

*3<sup>rd</sup> Report Conferences – April 3 - 5, 2019*

*Final Report Cards will be sent home on the final day of school.*

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*Teachers will communicate with parents on an ongoing basis. Parents will receive interim reports halfway between report card conferences. These reports will be distributed to all students in danger of failing and to any other student at the discretion of the teacher. For parents who do not attend Report Conferences, telephone conferences will be arranged and/or reports will be sent home.*

*Parents will be a part of the MTSS/RTII process and will be kept updated on students' academic, behavioral, and attendance progress. Parents will be invited to the MTSS/RTII meeting when appropriate to garner their input into planning for student progress.*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:  
*Staff will make themselves available to speak with parents at a time that does not unduly impact the instructional program.*

*Appointments can be made during the following non-instructional times:*

- *Before and after school with teacher by prior agreement.*
- *During preparation time by prior agreement.*

The School District of Philadelphia  
**LOUIS H. FARRELL ELEMENTARY SCHOOL**

8300 Castor Avenue  
 Philadelphia, Pennsylvania 19152  
 Main Office (215) 400-3230  
 Fax (215) 400-3231

**School-Parent Compact**

**2018-2019 School Year**  
**Revision Date: 04/24/2018**

Dear Parent/Guardian,

**JOINTLY DEVELOPED:**

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

*This school-parent compact is in effect during school year 2018-2019.*

To understand how working together can benefit your child, it is first important to understand the District and school's goals for student academic achievement.

**THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:**

1. **100% of students will graduate, ready for college and career.**
2. **100% of 8-year-olds will read on grade level.**
3. **100% of schools will have great principals and teachers.**
4. **SDP will have 100% of the funding we need for great schools, and zero deficit.**

**LOUIS H. FARRELL SCHOOL GOALS:**

1. **No more than 25% (17-18 20%) of 3rd grade students and 20% (17-18: 6th 5%, 7th 3%, 8th 3%) of grade 6-8 will score Below Basic on the PSSA -ELA assessment, with incremental checks through benchmark exams. (SY 16-17 Baseline 3rd - 30.3%, 6th 13.8%, 7th 11.2%, 8th 11%)**
2. **At least 70% (17-18: 81%) of Kindergarten students and 50% of (17-18 35%) 1st & (17-18: 60%) 2nd students will score at target by the Spring AIMSweb assessment. (SY 16-17 Baseline K 73.2%, 1st 25%, 2nd 52.5%)**
3. **At least 60% of Kindergarten students and 75% of (17-18: 89%) 1st & (17-18: 66%) 2nd grade students will make at least one academic year's worth of growth, as evidenced by their independent reading level from Q1 to Q4. (SY 16-17 Baseline K 55.7%, 1st 81.8%, 2nd 56.4%)**

- 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 Instrumental Music teachers at the school on specific days of the week. Students must audition for this program. Auditions are completed during the first few weeks of school.

**2. Extracurricular / 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 pickup. You will be notified if a club must be canceled for any reason. Additional information will be sent home in late September or early 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 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 or more than four days lateness or three days of unexcused absences in a Cycle.

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. Samantha Hartz**, 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.**



Curriculum, Instruction, and Assessment  
Suite 251, Portal C  
440 North Broad Street  
Philadelphia, PA 19130

Assessment	Administration Dates		
AIMSweb Grades K-8: Sp. Ed. Grades K-5: Gen Ed.	September 4 – October 5, 2018 January 2 – January 25, 2019 April 29 – May 20, 2019	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		
PSAT 8/9 Grade 9	October 10 – October 24, 2018		
PSAT Grade 10-11 SAT Grade 12	October 10, 2018	(Make-up Date: October 24, 2018)	
NOCTI Pre-Test Grade 12	October 15 – October 30, 2018		
Benchmarks Grades 3-8: ELA & Math Grades 9-12: Algebra 1, English 2 & Biology	October 22 – November 5, 2018 January 7 – February 1, 2019* March 11 – March 26, 2019		
Keystone – Alg. 1, Biology, & Literature Grades 8-11	January 7 – January 18, 2019		
English Language Proficiency Assessment Grades K-12: ACCESS & Alt. ACCESS for ELs	Limited scope: January 8 – February 22, 2019		
National Assessment of Educational Progress (NAEP) Grade 4, 8, and 12: Math, Reading, Science	Limited scope: January 19 - March 7, 2019		
Naglieri Nonverbal Ability Test Grade 2	Limited scope: February 4 – May 24, 2019		
PASA - Low Incidence Assessment Grades 3 - 8, and 11: Reading, Math, and Science	Limited scope: February 25 - April 12, 2019 (Materials Due by April 19, 2019)		
NOCTI – Occupational Competency Testing Grade 12	Limited Scope: March 11 – April 24, 2019		
PSSA - English Language Arts Grades 3 – 8	April 15 – April 26, 2019		
PSSA - Math Grades 3 – 8	April 29 – May 3, 2019		
PSSA - Science Grades 4 and 8	April 29 – May 3, 2019		
PSSA - All Make-ups Grades 3 – 8	May 6 – May 10, 2019		
International Baccalaureate Exam (IB)	Limited scope: May 6 – May 24, 2019		
Advanced Placement Exam (AP)	Limited scope: May 6 – May 17, 2019**		
Keystone – Alg. 1, Biology & Literature Grades 7-11	May 13 – May 24, 2019		
SAT (on Saturdays)	Oct. 6, 2018 Mar. 9, 2019	Nov. 3, 2018 May 4, 2019	Dec. 1, 2018 June 1, 2019
ACT (on Saturdays)	Sept. 8, 2018 Feb. 9, 2019	Oct. 27, 2018 April 13, 2019	Dec. 8, 2018 June 8, 2019

Limited scope = only certain, designated students

\*We recommend starting at the beginning of this window for schools not participating in the Winter Keystones.

\*\*Late AP testing for Art History is May 22, 2019. \*\* Late AP testing for Calculus AB, Calculus BC, and Human Geography is May 24, 2019.

(Version 1 – 7-19-18)

2018-2019  
Academic Mini-Calendar



THE SCHOOL DISTRICT OF  
PHILADELPHIA

OCTOBER

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SEPTEMBER

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NOVEMBER

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APRIL

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MAY

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JULY

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- First/Last Day of School
- Half Day for Students
- Report Card Conferences
- Schools Closed
- Administrative Offices and Schools Closed
- Board of Education Action Meeting

What YOU need to do  
Before you volunteer!

## Volunteer Paperwork Checklist

Bring the following to your school to Begin Volunteering. Altogether, these make up the Volunteer Packet.

- Volunteer Code of Conduct**  
Go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to read, print, and sign our standards of behavior agreement, called the Volunteer Code of Conduct.
- Child Abuse History Clearance**  
Go to <https://www.compass.state.pa.us/CWIS/Public/Home> to fill out. Find directions on [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer).
- PA State Criminal Background Check**  
Go to <https://epatch.state.pa.us/Home.jsp> to fill out. Find directions on [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer).
- FBI Background Check OR Signed Volunteer Affirmation**  
If you have NOT lived in PA for the past 10 years, go to [www.pacogentid.com](http://www.pacogentid.com) to obtain an FBI Background Check. If you HAVE lived in PA for the past 10 years, go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to print and sign the Volunteer Affirmation.
- Certificate of Volunteer Orientation Completion**  
You have 45 days from your volunteer start date to complete our Orientation, either online or in-person. Go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to find both options.

Bring your Completed Volunteer Packet to the Main Office at Your School!

Questions? Need Assistance?  
215-400-4180, Option #6 | [volunteer@philasd.org](mailto:volunteer@philasd.org)



Harvard Family  
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### 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 →

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#### 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](http://www.hfrp.org).

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