

The School District of Philadelphia



STUDENT-PARENT HANDBOOK

JAMES R. LUDLOW SCHOOL
550 WEST MASTER STREET
PHILADELPHIA, PA 19122

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Khary Moody, Principal

THIS BOOK BELONGS TO:



JAMES R. LUDLOW SCHOOL
LEARNING NETWORK 3
550 W. Master Street
Philadelphia, Pa 19122

KHARY MOOD, PRINCIPAL
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215-684-5060
(FAX) 215-684-4387

ENTER IN PEACE, ENTER TO LEARN

Dear Parent(s) and/or Guardian(s) and Student(s):

I hope this handbook will be a resource with information to help all parents and students. The pages of this handbook are filled with procedures about Ludlow School and the policies of the School District of Philadelphia. My hope is it will be a valuable resource to guide our pursuit of school excellence for all parents, students and staff.

Please check your **child's blue communication folder each Wednesday evening** for school and district communication. Please sign the parent acknowledgment form, keep the vital information home, return folder and requested communication back to school on Thursday.

Please review this resource with your child(ren). After reading and discussing the information contained within this handbook, please sign and have your child(ren) sign below to indicate that you and your child(ren) are familiar with the routines, expectations, and information contained within this handbook.

Please cut on the lines below and have your child(ren) return it to her/his teacher.

Together we will make a difference. I look forward to collaborating with Ludlow parents and students through this school year.

-----W
e have read this book together and have discussed the information that is contained within. We are looking forward to a GREAT year for 2018-2019!

Parent and/or Guardian Signature: _____

Student Signature: _____ Grade _____ Room # _____

Student Signature: _____ Grade _____ Room # _____

THE SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL-PARENT COMPACT

James R. Ludlow

2018-2019 School Year

Dear Parent/Guardian,

JOINTLY DEVELOPED

The parents, students, and staff of the James R. Ludlow School, partnered together to develop this school-parent compact for achievement. Parents are encouraged to attend annual revision meetings held during the spring of each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the School Family Engagement survey that is also used as a tool to collect parent feedback regarding the current Title I programs, policies and family engagement.

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

THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:

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.

James R. Ludlow goals below are from 2018-2019

- At least 32% of students will earn A's and B's in all core courses
- No more than 17% of 3rd grade students or 17% of 4th – 8th grade students will score Below Basic on the reading PSSA
- No more than 42% of the students will score Below Basic on the Math PSSA
- For every student group, at least 80% of Kindergarten (1st 63% and 2nd 52%) of 1st and 2nd grade students will score at target by the Spring AIMSWeb assessment

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

SCHOOL/TEACHER RESPONSIBILITIES:

The Ludlow School will:

- Provide summer bridge/extended year materials and a workshop for parents about how to effectively use these materials with their child(ren). Extra credit is given for students who complete the assigned work.
- Provide workshops on effective report card conferences and progress monitoring so parents are able to stay informed about their child's success and where support is needed.
- Meet and greet with new principal
- Open house/Back to School Night including Annual Title I Meeting
- Parents are trained on using the home components of interventions: Envision Math and Ready Gen Reading.

PARENT RESPONSIBILITIES:

We, as parents, will:

- Monitor attendance
- Monitor homework to ensure it is completed
- Monitor amount of television my child watches
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- 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

STUDENT RESPONSIBILITIES:

We, as students, will:

- Do our homework every day and ask for help when we need it.
- Read at least 30 minutes every day outside of school time. Give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day

COMMUNICATION ABOUT STUDENT LEARNING:

The Ludlow 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:

- Parents will conference on the child(ren)'s academic progress three times a year. Ludlow will work to coordinate conferences at different times of day in

order to best accommodate the schedules of parents/families. Specifically, these will be held during the period identified by the District as:

- o November 7 – 9, 2018
- o February 13 – 15, 2019
- o April 15 – 17, 2019
- Back to School Night September 27, 2018
- Parents will be provided with Interim reports in October, January, March and May or as needed
- Parents will receive copies of all PSSA testing results
- IEP meetings will conducted annually
- Newsletters, fliers, Robo-calls, & the Parent Portal are used regularly to communicate with parents

ACTIVITIES TO BUILD PARTNERSHIPS:

The Ludlow School offers ongoing events and programs to build partnerships with families.

- Provide parents reasonable access to staff. Parent teacher conferences will be scheduled and conducted upon written or verbal request. Conferences can be scheduled before and after school and during a teacher’s prep period. The Principal maintains an open-door policy for all families.
- Parents are welcome to visit and are encouraged to volunteer.
- School Advisory Council
- Parent Workshops

Student Responsibilities (revise as appropriate to grade level)

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

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

The James R. Ludlow School will: **(must be in all compacts)**

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the James R. Ludlow School will:

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

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

**SCHOOL DISTRICT OF PHILADELPHIA
JAMES R. LUDLOW SCHOOL
PARENT INVOLVEMENT POLICY**

PART I. GENERAL EXPECTATIONS

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

The James R. Ludlow agrees to implement the following statutory requirements:

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

parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

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

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

1. The **James R. Ludlow** 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:
 - Title I Parent meetings to discuss the Parent Involvement and School Compact.
 - Parent are invited to participate in Parent University and School Advisory Committees at the district level
2. The **James R. Ludlow** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Have schools conduct meetings at various times of day to obtain parent input on the Comprehensive Plan
 - Provide adequate notice to parents of meetings through Home and School Association, on bulletin boards and notices sent home.

- Require a written record of parent recommendation and evidence of incorporation in the Action Plan.
3. The **School District of Philadelphia** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - In collaboration with the Grants Compliance Monitor other parent groups, provide workshops to schools on parent engagement.
 - Train new and existing staff with parental engagement duties to assist school sites in implementing parental engagement.
 - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Parent, Family, Community Engagement and Faith-based Partnerships, and staff of the Assistant Superintendents for technical assistance.
 - The Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, parent university, and other organized parent groups.
 - Provide coordination of professional development efforts through the Office of Instruction and Leadership Support.
 - Provide workshops to parents on supporting student achievement and parent engagement.
 - Provide training and other information to School Advisory Councils (SACs). By November 2012, each SAC will outline how they plan to work with Title I PREP parents to schedule turn-around trainings for parents within their schools.
 - Regional PREP parents will serve as advisors to principals and SAC members on how to address the needs of students and parents in their school's Action Plan and Title I Budget.
 4. The **James R. Ludlow** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies with Pre-K programs: by:
 - Conducting joint trainings or presentations to the neighborhood Pre-Kindergarten programs including but not limited to: Project Rainbow Center, Salvation Army Head Start and R.W. Brown.
 - Involving parent groups from early childhood programs in the Parent University initiative and in presentations to families whose first language is other than English.
 5. The **James R. Ludlow** 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.
 - The Principal, Dean of Students, Lead Teachers and Counselor will identify barriers through parent meetings and surveys.
 - Barriers to be addressed lack of health care, mental health and healthy foods availability
 6. The **James R. Ludlow 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 James R. Ludlow 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.
 - Back To School Night, New Student to Ludlow meeting, PSSA Standards. Report card conference suggestions
 - Title I compact, Parent Involvement meetings and Annual Title 1 review
- B. The **James R. Ludlow** will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- The school will provide parents and guardians access to information and resources regarding their child’s school and serve as a liaison between the parent community and District personnel. The Dean of Students will present workshops and meetings related to parent involvement in PSSA and helping children with homework. The Support Liaison will also assist with academic and behavioral issues that could possibly prevent the acceleration of student achievement. Staff will also be available to offer trainings and presentations at Home and School meetings. When appropriate, information will be provided in languages other than English.
- C. The **James R. Ludlow** will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Planning regular meetings between Office Mutli-Lingual Curriculum and Programs and parent representative
 - Meeting lead by Title 1 point person will discuss relevant topics compiled through an parent survey
- D. The **James R. Ludlow** 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:
- Conduct parent/caregiver and staff meetings focusing on specific programs (Extended day, sports, interventions and remediation)
 - Kindergarten registration will be advertised by hosting a kindergarten open house for parents and prospective students. Parent and child will be invited to visit the kindergarten classrooms and learn about the program. A checklist of expectations is given to parents.

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

- The school will disseminate information throughout the community by using the Wednesday folder communication tool.
- Post Communication from the district on parent corner displays
- The parents in need of translation have the services of several bilingual staff members who will be available to translate parent- teacher conferences, report card conferences, PSSA results and all formative testing data.
- The report cards are provided in the parent’s native language. The bilingual counselor and social worker provide resources to families.

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

* * * * *

PART IV. ADOPTION

This James R. Ludlow School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by **add parents names**

The school will distribute this policy to all parents on or before September 27, 2018

(Signature of Principal)

(Date)

SCHOOL: James R. Ludlow

SCHOOL YEAR: 2018-2019

REGION: LN #3

BUILDING PARENTS' CAPACITY FOR INVOLVEMENT Summary

This summary is to be completed and maintained in Tab 3 of your Records Retention Binder.

Explain how the school shall:

1. Program Information

Provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.

- The school will provide parents and guardians access to information and resources regarding their child's school and serve as a liaison between the parents, community, and District personnel. The principal and Dean of Students will conduct monthly workshops that address topics including, but not limited to promoting student success, counseling services, therapeutic services, PSSA administration, and homework support. The Dean of Students in conjunction with the RtII Leadership Team will assist students with academic and behavioral issues that have the potential to impede student achievement. When appropriate, information will be provided in languages other than English.

2. Materials and Training

Provide materials and training, such as literacy training and training on how to use technology, to help parents work with their children to improve achievement.

- Monthly Parent Meetings hosted by the Principal and Dean of Students will provide a forum for parents to share their voice, to offer suggestions, and to address any concerns.
- Parents will have access to the parent computer in room 3, Versa Tiles Interactive Math Strategies and Read to Me, parent/child literature.
- The school will collaborate with community organization to disseminate information to our families through the use of Wednesday Folders

- A parent bulletin board will be updated with pertinent information throughout the school year.
- Parents who require translation services will be accommodated through bilingual staff members as well as Pacific Interpreters.
- Report cards will be provided in the parents' native language

3. *Educate Educators*

Educate teachers, pupil services personnel, and other staff, with the assistance of parents, in the value and utility of contributions to 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.

Educate teachers, pupil services personnel, and other staff, with the assistance of parents, in the value and utility of contributions to 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 school.

- Train staff on strategies to promote effective parent engagement.
- Collaborate with the district Home and School Office to promote and active Home and School Association.
- Provide professional development activities that assist teachers with encouraging parent engagement and participation in school activities.
- Provide workshops to parents on supporting student achievement and parent engagement.

4. *Preschool Coordination*

"To the extent feasible and appropriate," coordinates and integrates parental involvement programs with Head Start, Even Start and other preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Kindergarten transition includes the following:

1. March Parent letter announcing Kindergarten registration.
2. April-Kindergarten Open House for prospective parents.
3. May- Kindergarten visit Head Start and Project Rainbow Preschool will be invited.

5. *Understandable Communication*

Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.

- Conduct meetings at various times of day to obtain parent input on the School Improvement Plan.
- Provide adequate notice to parents of meetings through bulletin boards, phone messages, and letters.
- Obtain parent recommendations and secure a written record of parent involvement in the School Improvement Plan.
- All families will receive a copy of the Ludlow School Parent/Student Handbook.
- Conduct meetings in collaboration with the school counselor to provide workshops that promote parent involvement.
- Inform parents of district resources in the Office of Specialized Instructional Support as well as the Office of Parent, Family, Community Engagement and Faith-based Partnerships.
- Invite and encourage parents to participate in Parent University and the School Advisory Committee.
- Provide workshops to parents on supporting student achievement and parent engagement.

- The school will collaborate with community organization to disseminate information to our families.
- Parents who require translation services will be accommodated through bilingual staff members as well as Pacific Interpreters.
- Report cards will be provided in the parents' native language.

6. *Other Requested Activities*

Provide other reasonable support for parental involvement activities as parents may request.

- Back to School Night September 27, 2018
- Parents will conference on the child(ren)'s academic progress three times a year. Afternoon conferences will be conducted November 7th, 8th and 9th. Evening conference will be conducted on November 8th. Afternoon conferences will be conducted for a second time on February 13th, 14th and 15th. Afternoon conferences will be conducted for a third time on April 15th, 16th and 17th
- Parents will be provide with Interim reports in November, January and March or as needed.
- Parents will receive copies of all PSSA testing results
- Teachers will communicate with parents to discuss their child's academic progress or lack of progress, behavior, and ways parents can help their child achieve his/her greatest potential.
- Parent Handbook was distributed during the first few weeks of school.
- The Principal, Dean of Students, Counselor and teaching staff will address parent concerns throughout the year.

Principal' Name (Printed)

Principal's Signature

Date

JAMES R. LUDLOW SCHOOL PROFILE

OUR CORE BELIEFS

1. Safety is first.
2. Everyone deserves respect.
3. Parents are our partners
4. We are here to learn.

MISSION

In collaboration with parents and members of the community, James R. Ludlow School will provide a safe and respectful learning environment to promote the development of lifelong learners and productive members of society.

FOCUS

The James R. Ludlow School is a public school within the School District of Philadelphia. We are focused on student achievement and will remain committed to providing our students with daily learning opportunities that will assist them with developing the knowledge to reach higher levels of academic understanding as measured by the Pennsylvania System of School Assessment.

LEADERSHIP TEAM

Ludlow's Leadership Team is comprised of the Principal, Dean of Students, Special Education Liaison, Counselor, Philadelphia Federation of Teachers Representative, and Lead Teachers who represent specific grade level or content teams. The Leadership Team meets throughout the school year to discuss curriculum and instruction, student achievement, school climate and culture, educational technology, and relevant school issues that impact our academic programs.

PROFESSIONAL LEARNING COMMUNITIES

Ludlow is divided into the following professional learning communities.

- **PLC #1** is facilitated by **TBA** and includes our Expressive Arts Teachers
- **PLC #2** is facilitated by Ms. Erin Killinger and includes first, second and third grade teachers

- **PLC #3** is facilitated by Mrs. Rebecca Kalbach and includes third, fourth and fifth grade teachers.
- **PLC #4** is facilitated by Mrs. Eileen Somerville and includes fifth, sixth, seventh, and eighth grade teachers
- **PLC #5** is facilitated by Mrs. Teri Miller and includes Autistic, Learning Support and Emotional Support Teachers.

CURRICULUM

For the third consecutive year, James R. Ludlow will implement **Ready Gen** as our core reading program for grades K-5 and **Collections** for our 6th, 7th and 8th grade students. The Ready Gen curriculum uses tiered vocabulary instruction with a strong emphasis on interpretation skills to promote reading comprehension. Collections contains a comprehensive collection of outstanding literature and related nonfiction. The program integrates instruction of literary skills and analysis of literature with reading, writing, grammar, and vocabulary.

Envision is our core mathematics program for grades K-8. Ludlow will fully implement this program to support students in mastering the skills necessary to meet state standards.

Teachers will be provided with cross-visitations as a means to improve instructional delivery by tapping into the wealth of knowledge and expertise that is available within our learning community.

SCHOOL LEADERSHIP

LEADERSHIP TEAM

The Ludlow Leadership Team meets throughout the school year to discuss curriculum and instruction, student achievement, school climate and culture, educational technology, and relevant school issues that impact our academic programs. The Ludlow Leadership Team consists of the following members.

Principal
Khary Moody

Dean of Students
Donna Chapman

Literacy Teacher
PLC #1 TBA Facilitator

Lead Teacher
PLC #2 Facilitator
Erin Killinger

Lead Teacher
PLC #3 Facilitator
Rebecca Kalbach

Special Education Liaison
Terri Miller

PLC #5 Facilitator
Terri Miller

Math Lead
Ryan Sullivan

Health
Lisa Zaccario

Lead Teacher
PLC #4 Facilitator
Eileen Somerville

Counselor
Meghan Smith

PFT Building Representative
Ebonie Thorpe

Literacy Lead
Maureen Mullen

**PROFESSIONAL LEARNING COMMUNITIES
&
RESPONSE TO INSTRUCTION AND INTEVENTION TEAM**

Professional Learning Communities are collegial teams who are united in their commitment to student learning. Five Professional Learning Communities have been established at Ludlow School. These communities are designed to focus on collaborative professional development by tapping into the knowledge and expertise that exists within our building. Each Professional Learning Community will embrace a shared vision and engage in a variety of activities, including but not limited to working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. A facilitator has been assigned to each Professional Learning Community.

The Response to Instruction and Intervention (RtII) team compliments our academic program by ensuring that our students receive the instructional supports and interventions that are necessary to assist our students with obtaining higher levels of academic understanding. The RtII team also collaborates to explore behavioral supports and attendance incentives for those students who need assistance in these areas.

RtII is an approach to serving students identified as "at risk," meaning students not likely to succeed in an academic program without some additional intervention. RtII is a three leveled process that implements and evaluates these interventions. All students are in Level 1 as this is where good instruction lives. These interventions are for ALL students including those identified as having special needs. Students who exhibit struggles with academics, behavior, or attendance that

are not addressed by Level 1 interventions can be moved to Levels 2 and 3 for more intensive interventions. Students with IEPs (Individualized Education Programs) must have their needs addressed through their IEPs. Therefore, students who have IEPs do not need to be placed in Levels 2 and 3. However, these students are not precluded from being offered Level 2 and 3 interventions.

The RtII team will meet throughout the school year to monitor student progress and to discuss cases, which require Level 2 and 3 interventions. Although all members of our learning community serve as valuable members of our RtII Team, the following individuals have been identified as a point of contact for their respective areas.

Attendance Designee
Meghan Smith

Dean of Students
Donna Chapman

Literacy Designee
Literacy Teachers

Behavioral Health Designee
Meghan Smith

SAFETY TEAM

The Ludlow Safety Team collaborates to promote a positive school climate and works diligently to establish school wide routines and procedures that ensure a safe environment for all members of our learning community. The Safety Team examines data and develops initiatives to refine daily operations, to reduce suspensions, to improve facility conditions, and to promote daily and punctual attendance for our students. The Ludlow Safety Team consists of the following members.

Principal
Khary Moody

Dean of Students
Donna Chapman

Health & Physical Education
John Sturgis

Building Engineer
Erickson Stokes

LUDLOW STAFF DIRECTORY

TEACHER AND STUDENT SUPPORT SERVICES

Name	Position	Location	Extension
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Khary Moody	Principal	Main Office	
Charmine Cox	Secretary	Main Office	X6
Donna Chapman	Dean of Students	101	X1010
Meghan Smith	Counselor	100 – A	X1120
Lisa Zaccario	Nurse	111	X1110
Mr. Ali	School Therapeutic Services (STS)	103	X1030
Anne Briskey	Speech	100 - B	X1120
Michelle Messer	Psychologist	100 - B	X 1120

PLC #1
TBA, Facilitator

Name	Grade	Location	Extension
John Sturgis	Health/Physical Education	Gym	Walkie Talkie
Charlene Graham	Computer Science	307	X3070
Rebecca Hughes	Art	305	X3050

PLC #2
Erin Hill, Facilitator

Name	Grade	Location	Extension
Carin Bennicoff	Kindergarten	107	X 1070
Zulma Ortiz	Kindergarten	108	X 1080
Cheryl Daniels	Grade 1	104	X 1040
Ebonie Thorpe	Grade 1	102	X 1020
Erin Killinger	Grade 2	109	X1090
Todd Burnside	Grade 2	106	X1060

PLC #3
Rebecca Kalbach, Facilitator

Name	Grade	Location	Extension
Theresa Gailliout	Grade 3	211	X 2110
Jaime Ott	Grade 3	208	X 2080
Maureen Mullen	Grade 4	204	X 2040
Katrina Lardova	Grade 4	202	X 2020
Rebecca Kalbach	Grade 5	203	X 2030
Ryan Sullivan	Grade 5	201	X 2010
Timothy Vouriotis	3 nd – 5 th Emotional Support	209	X2090

PLC #4
Eileen Somerville, Facilitator

Name	Grade	Location	Extension
Kristina Mayoras	6 th grade	301	X3010
Kristen Black	6 th grade	303	X3030
Eileen Somerville	MY Math (7 th gr homeroom)	311	X3110
Patrice Malkowski	MY English	308	X3080
Matthew Stine	MY Social Studies/Science (8 th gr homeroom)	306	X3060

PLC #5
Teri Miller, Facilitator

Marie Taylor	K – 5th Learning Support	210	X2100
James McGee	5 th – 8 th Learning Support	310	X3100
Vanessa Martin	K – 2 nd Autistic Support	105	X1050
Amanda Strongin	3 rd – 5 th Autistic Support	200	X2000
Teri Miller	6 th – 8 th Autistic Support	303	X3030
Taj Edney	3 rd – 8 th Interventions	304	X3040
Windy Brown	5 th - 8th Emotional Support	302	X3020
Meghan Smith	Counselor	100	X1020

SCHEDULES AND CALENDARS

LUDLOW DAILY BELL SCHEDULE

What	Who	When	Where
Staff Arrival	All Instructional Non-Instructional Staff	8:20 times vary	Main Office
Morning Admission	All Instructional and Non-Instructional Staff <small>(Unless Otherwise Assigned)</small>	8:30	Cafeteria
First Lunch	Grades K, 1, 2 Rooms 105 and 207	11:24 – 12:09	Cafeteria
Second Lunch	Grades 3, 4, 5 Room 209	12:09 – 12:54	Cafeteria
Third Lunch	Grades 6 – 8 Room 303	12:54 – 1:39	Cafeteria
Dismissal	All Students	3:09	Schoolyard

LUDLOW EARLY DISMISSAL SCHEDULE (12:00 DISMISSAL)

What	Who	When	Where
Staff Arrival	All Instructional and Non-Instructional Staff	8:20	Main Office
Morning Admission	All Instructional and Non-Instructional Staff <small>(Unless Otherwise Assigned)</small>	8:30	Cafeteria
First Lunch	Grades K, 1, 2 Rooms 105 and 207	10:30 – 11:00	Cafeteria
Second Lunch	Grades 3, 4, 5 Room 209	11:05 – 11:35	Cafeteria
Third Lunch	Grades 6 – 8 Room 303	11:39 – 12:09	Cafeteria
Dismissal	All Students	12:09	Schoolyard

BASIC SCHOOL OPERATING PROCEDURES

ADMISSION AND DISMISSAL PROCEDURES

To ensure a safe transition between home and school, admission and dismissal will be conducted in a structured and organized manner. It is essential that all staff members are present, alert, and conscientious during morning admission and afternoon dismissal. All staff members are expected to adhere to the following policies and procedures.

MORNING ADMISSION

Students who arrive between 8:00 AM and 8:30 AM enter the school building through the South Side (Thompson Street) entrance. All students report directly to the cafeteria for breakfast.

LATENESS PROCEDURES

Students who arrive at 8:31 AM are considered late and enter the school building through the 6th Street Entrance. These students will be directed to the cafeteria for breakfast. Students who arrive after 8:31 AM will receive a late pass and will be directed to their classrooms. School personnel will be posted at the 6th Street Entrance for the purpose of receiving and directing late students. **Students who report to school late (after 8:31 AM) will be given a late slip, which they will give to the receiving teacher upon reporting to class.**

DISMISSAL PROCEDURES

All students will be dismissed at 3:09 PM. Kindergarten, 1st, and 2nd grade students will be dismissed through the center courtyard. 6th, 7th, and 8th grade students will be dismissed through the Master Street entrance. 3rd, 4th, 5th and grade students will be dismissed through the South Side of the building into the schoolyard. **Ludlow school does not provide after-school care. All students must be picked up by 3:09 p.m. Students who are not picked up on time will be escorted to the 26th Police District by a School Police for pick-up.**

VISITOR'S SCREENING PROCEDURES

1. All visitors gain entrance through the 6th Street Entrance by ringing the bell.
2. A school employee or parent volunteer greets visitors upon entrance.
3. Visitors are asked to provide identification and sign our school log detailing the reason for their visit.
4. Each **visitor** is directed to go directly to the office, will be given a pass and directed to the appropriate location. In order to be approved for a visitor's pass, the office staff will record the following information: date, visitor's name, time and reason for visit.
5. For the **early release of a student**, the office staff will check the Emergency contact information and record the following: date, student's name, teacher's name, time, adult's name and adult's signature.

STUDENT RESPONSIBILITIES

STUDENTS ARE EXPECTED TO COME TO SCHOOL **EVERYDAY ON TIME.**

STUDENTS SHOULD BE PREPARED FOR ALL CLASSES WITH SUPPLIES, BOOKS, AND A RESPECTFUL ATTITUDE.

STUDENTS ARE EXPECTED TO ADHERE TO ALL PROCEDURES AND FOLLOW ALL DIRECTIONS.

LUDLOW CODE OF CONDUCT

The Ludlow Code of Conduct is designed to communicate in simple clear terms the commitment of our students to a common vision and expectation for student conduct. The Ludlow Code of Conduct will be implemented in all areas of school life.

LUDLOW CODE OF CONDUCT

Safety is **first**.

All people deserve **respect**.

We are here to **learn**.

UNIFORM POLICY

All students in grades K-8 will wear the school uniform:

- Khaki Pants, Skirts, or Jumpers
- Navy Blue Shirt

Dress Down Days will be announced/flyer will be sent home.

Students **MAY NOT wear** the following:

- Backless Shoes or Flip-Flops
- Bare Midriffs
- Tank Shirts or Tops
- Tee shirts Containing Inappropriate Messages or Language
- Scarves, Hats, Caps
- Excessively Short Skirts or Shorts --- No Shorter than Two Inches above the Knee
- Oversized Jewelry including Neck Chains and/or Earrings --- All earrings must be no bigger than the size of a nickel.
- All outerwear **MUST** be placed in coat closets inside classrooms.
- **NO** hoodies can be worn inside the classrooms.
- **NO** mesh or see thru sports shirts.

STUDENT ATTENDANCE

The policy of the School District of Philadelphia requires that **school-aged students who are enrolled in the schools of this district attend school regularly, on time, and for the entire school day in accordance with the laws of the State of Pennsylvania.**

Policy Explanation:

The educational program offered by this School District of Philadelphia requires the presence of the student, continuity of the curriculum, and daily classroom participation.

A note that is signed by a parent or guardian must be submitted to school after each absence within (3) days. The note must indicate the dates and reasons for the absence. Absences will be coded "unexcused " if a note is not provided by the parent or caregiver.

When a pupil is absent for three days due to illness, a written doctor's note documenting the medical necessity for the absence must be brought to school unless the principal has verified the legitimacy of the absence through other means. When possible, a parent should contact the school if a pupil is to be absent for several days.

Students are expected to make up any missed assignments that result from an illness or absence. Assignments that are not finished and submitted to the appropriate teacher may produce lower academic marks. Students are also responsible for making up missed assignments that result from suspension or other disciplinary consequence.

Unexcused lateness which causes a student to miss all or a substantial part of the day's instructional time may be coded as an unexcused absence.

COMPUTING AND INTERNET ACCEPTABLE USE POLICY

Access Rights And Privileges

The School District of Philadelphia provides its students ("users") with access to computing equipment, systems and local network functions such as the Internet. This access is limited to educational purposes. It is highly recommended that

parents/caregivers review with their children the District's AUP in its entirety (<http://www.phila.k12.pa.us/aup/>).

The School District has the right to place reasonable restrictions on the use of equipment, resources, and material that students and employees access or post through the system. Students are also expected to follow the rules set forth in the District's rules and regulations governing conduct, disciplinary code, and the law in their use of the District's equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by the District and users should expect no privacy rights.

Students will have access to the Internet through the District's private network. Parents may specifically request that their children not be provided such access by notifying the District in writing.

TEXTBOOKS AND MATERIALS

The School Reform Commission (SRC) charges each student with responsibility for the proper care and use of all school district property, including textbooks, supplies, and equipment. Schools shall require students and/or parents to sign a compact acknowledging their responsibility for the care, maintenance, and timely return of all textbooks.

Students and/or their parents will be assessed penalties for lost or damaged textbooks. Imposition of one or more of the following penalties is permitted: a charge for replacement of the textbook; requiring the student to perform a prescribed number of hours of school service; withholding of a report card; and/or loss of privileges such as participation in sports or other extracurricular activities, proms and other special events, or graduation/promotion related activities. The Parent Compact letter below delineates parent and student responsibility for textbooks.

Please read, sign, and return the Textbook Compact Letter on the next page.

TEXTBOOK COMPACT LETTER TO PARENTS

September 3, 2018

Dear Parent(s) and/or Guardian(s):

On July 12, 1999, the School Board adopted an expanded textbook policy charging that each student is responsible for the proper care of school property including textbooks, supplies, and equipment entrusted to his/her use.

The policy also states that students are required to return books and school property on time. Students and their parents will be assessed for lost and damaged books.

One or more of the following penalties may occur:

- A charge may be applied for item replacement.
- Student may be required to perform a prescribed number of hours of school service.
- The school may withhold report cards.
- Student may incur the loss of privileges such as participation in sports or other extracurricular activities, proms and other special events, or graduation/promotion related activities.

We have reviewed the School District policy on the care of school property. We will be responsible for the care and prompt return of school property.

Parent Signature

Student Signature



PROFESSIONAL DEVELOPMENT

To promote the professional growth of instructional staff, families should be aware that the district has designated specific days during the school year for professional development. The District recognizes that early dismissals or full days devoted to professional growth may be a hardship on working families. It is our hope that families understand that promoting continued professional growth is necessary to ensure our students receive a high quality educational experience.

INSTRUCTION

Parents and students are encouraged to visit the Pennsylvania Department of Education's website at: www.pde.state.pa.us to explore state standards as well as the instructional expectations for specific grade levels.

EMERGENCY CLOSING OF SCHOOLS

Full Day Closing - If the School District of Philadelphia has reason not to open schools, every attempt will be made to have information regarding the citywide closing of schools on the air by 5:00 AM. When public schools are closed, no transportation will be provided for Philadelphia pupils attending non-public schools.

Early Dismissal - If inclement weather or any other emergency leads to a decision to close a school prior to regular dismissal time, every effort will be made to broadcast the information on KYW radio and television by 11:00 AM. If the decision is made to close the schools during the afternoon, but before the regular dismissal time, every effort will be made to have the information broadcasted by 1:00 PM.

Please make sure we have your correct phone in the main office. In the interest of the student, it is critical that the school be able to contact parents at ANYTIME the child is at school. Therefore, it is essential we have on file the parents' current address and home telephone numbers as well as cell phone numbers. Emergency contacts with telephone numbers are needed in case a parent cannot be reached. In the event a child will be picked up by a person not listed on the emergency contact then please inform the office immediately. The child will only be released to those named on the emergency contact. They will be required to present picture identification and sign out the student. Thank you!

EXTRACURRICULAR ACTIVITIES AND SPORTS ELIGIBILITY STANDARDS FOR K-8 ATHLETICS

According to school district policy, **student participation in all extracurricular activities is contingent upon the student's academic, attendance, citizenship, and behavioral record.**

Academic Standards

Any student who fails two or more subjects which met five (5) periods a week is ineligible for participation in sports or extracurricular activities.

Attendance Standards

Absence from school on the day of an extracurricular activity will result in the student's ineligibility to participate in that event or activity. **Three or more unexcused absences during a report card period make a student ineligible for extracurricular activities for the remainder of that report period and the next report card period.** Cuts are deemed to be absences from school for the purposes of athletic and extracurricular eligibility. The terms "sports" and "extracurricular activities" shall include all athletic programs, theater, school band, school orchestra, school chorus, art competitions, student government, yearbook, school newspaper, and all school clubs.

FOOD SERVICES FOR STUDENTS

The Division of Food Services is proud to be a part of the education process. National statistics confirm that eating a healthy breakfast contributes to greater alertness, fewer absences, and higher energy levels. According to the National School Lunch Program, breakfast contributes to one fourth of the Recommended Daily Allowances and lunch contributes one third of the Recommended Daily Allowances. The Division of Food Services believes that by participating in the school meal program, students are better prepared to learn.

It is the mission of the Division of Food Services to contribute to the general well being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process.

Ludlow School believes that healthier students are better learners. Ludlow is dedicated to being a healthy school and following the **School District of Philadelphia’s Wellness Policy**. We invite you and your family to participate in our campaign to improve the health of our students and staff by supporting our goals, which include:

- **Increase healthy foods**
- **Decrease unhealthy foods**
- **Increase movement and exercise**
- **Fast food may not be brought into school.**

Your child’s classroom teacher will provide more information about how to participate and how to support our efforts.

HOMEWORK

Homework is an essential component of our instructional program. Teachers assign homework as a means for students to practice and review class lessons, to prepare students for the upcoming lessons, to promote independence, and to promote the use of educational resources, including but not limited to dictionaries, encyclopedias, libraries and the Internet. As a parent, you can help your child learn at home in the following ways:

- Implement a consistent time and designate a quiet place for your child to work.
- Eliminate distractions such as television, radio, and other loud noises.
- Assist your child with organizing their materials including pens, pencils, erasers, calculator, paper, books, and highlighters.
- Make a homework calendar. Have your child list all assignment due dates.
- If your child is having trouble with homework, talk to their teacher(s) about the assignments.
- Request feedback from your child’s teacher(s).

SAFETY TIPS

OFFICE OF SCHOOL CLIMATE AND SAFETY

HELP KEEP YOUR CHILD SAFE EACH DAY!

Know your school contact information.

School Phone Number: 215-400-7340

Principal: Khary Moody

Secretary: Charmine Cox

Remember to update your child's contact information with your child's teacher and in the main office. It is essential the school have on file parents' current address and home telephone numbers as well as cell phone numbers. Emergency contacts with telephone numbers are needed in case a parent cannot be reached.

Present Address and Phone Number

Emergency Contact's Name and Number

Medical Information

Other Safety Tips

- Connect with other parents to institute a buddy system to ensure safe travel between home and school.
- Remind your child(ren) to avoid strangers.
- Direct your child(ren) to use a route that is known to parents. Avoid desolate areas.
- Direct your child(ren) to go directly to school and to their after school destinations.
- Avoid writing your child's name on the outside of backpacks and/or accessories. This practice will help to ensure that strangers do not call your child by his/her name.
- Ensure your child(ren) knows their full name and telephone number.
- Teach your child his/her teacher's name and room number.
- Encourage children to listen to all school staff.

In extreme emergencies, ALL children will remain in school until school officials, Philadelphia Police, and/or the Fire Department secure student safety. To ensure the safety of all, no one will be allowed in and no one will be allowed out! Please watch local news and listen to KYW 1060 for further details. PROPER PHOTO ID will be required to pick-up your child.

Emergency Practices

- **Lock Down & Stay Down**
- **Shelter in Place (No one in, No one out)**
- **Fire Drill**

IMMUNIZATIONS

All pupils must be completely immunized or exempted before admission to any public, parochial, or private school in Pennsylvania. This mandate is required by the Pennsylvania Department of Health, the Philadelphia County Board of Health, and the School District of Philadelphia to protect pupils from preventable communicable diseases and their medical and educational complications.

Immunization Disease	Required for Admission Number of Doses
1. Diphtheria	Four
2. Tetanus	Four
3. Poliomyelitis	Three
- Oral	Four
- Inactivated	
4. Measles (Rubella)	One dose of live attenuated measles vaccine at twelve months of age or older and a second dose no sooner than 30 days after the first dose, or serological(bloodtest) evidence of immunity to measles
5. Mumps	One (administered on or after the first birthday, or Physician's Verification of Disease).
6. German Measles	One (administered on or after the first birthday or a history of rubella confirmed by a blood test)
7. Hepatitis B	Three
8. Varicella (Chicken pox)	One (administered on or after the first birthday or past disease)

There are two exemptions to the Immunization Requirements.

- **Religious Exemption** – Pupils need not be immunized if the parent or guardian objects in writing to the immunization on religious/ethical grounds.
- **Medical Exemption** – Pupils need not be immunized if a physician or his designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the medical exemption ceases to be valid and the child must be immunized.

SCHOOL HEALTH SERVICES

School Health Services personnel will perform/conduct vision screenings on all children every year, growth screenings every other year, hearing screenings in kindergarten and grades 1, 2, 3, 6 and 9, and scoliosis screenings in grades 6 and 7.

Physical examinations and health histories are required upon entry to school and again in grades 6 and 9. Parents are expected to have these examinations performed by their primary health care providers. Your family doctor is the best person to perform this checkup and provide all necessary health care. If you would like help in finding a family doctor, clinic, specialist, or if you have other concerns about your child's health, please contact the school nurse. In some instances, a school nurse practitioner or school physician will conduct the examination in accordance with the guidelines of the American Academy of Pediatrics, which requires the child to be unclothed. Genitalia may be examined at the time of the physical. Parents are invited and urged to be present.

Dental examinations are required for kindergarten and grades 3 and 7. **Parents are expected to have these examinations completed by their family dentist.** Also, dental hygiene and nutrition education is taught in elementary grades by health education staff.

The school nurse also can help you with information about health insurance. There are free and low-cost insurance plans for which your family may qualify. There is no reason for any child in Philadelphia to be without health care.

Prescription and Non-prescription Medication in School

Parents who wish to have prescription medication dispensed to their child(ren) during school hours should obtain a "Request for Administration of Medication" (Form MED-1) from the school nurse. This form must be filled out and signed by the child's doctor as well as the parent and/or guardian. When the school nurse is not in the school, other staff members who have been trained by the nurse may give the medication under the guidelines established by the School District of Philadelphia.

If your child has any health problems or is taking prescription medication for any reason, even if the medication is not taken in school, it is important for you to inform the school nurse. Several medications have side effects that impact school performance for children. Over-the-counter and short-term medications may not be sent to school with your child(ren) without a physician's prescription and a note from the parent.

Possession of medication without authorization by the school nurse will result in disciplinary action. The sharing of medication with another student will be deemed an aggravated offense under the Code of Student Conduct.

CHILD ABUSE AND NEGLECT

It is the policy of the School Reform Commission of the School District of Philadelphia that all of its employees are to be aware of, and comply with, the Child Protective Services Law of the Commonwealth of Pennsylvania. **This law makes it mandatory for School District employees to report suspected cases of child abuse and/or neglect to building administrator who is obligated to file a report with the Department of Human Services.** Compliance with the laws of Pennsylvania and the policies of the School District will serve to protect all involved parties.

HOMELESS, SHELTER, AND EMERGENCY SERVICES

Homeless children have the right to go to school. The School District's Homeless Children's Initiative works to remove any barriers that prevent homeless children from being successful in school. A child whose family becomes homeless may remain in their current school or may transfer to another school if it is closer to the shelter. The receiving school should not prevent or delay the enrollment of a homeless child by requiring proof of residency, immunization, or medical records. SEPTA tokens may be provided for homeless students living more than one mile from school. The Office of Specialized Services will also provide uniform and clothing assistance to these students.

Emergency funds may also be available to students who are experiencing crisis. We do not give emergency funds to families. Only students who attend our schools are eligible. To be eligible for emergency funds, a student must be enrolled in a Philadelphia public school (grades 1-12) and demonstrate an emergency financial

demand that is a result of a sudden hardship or major event that negatively impacts the student's family such as:

- Loss or Death of Family Members
- Loss of Home
- Fire or other Damage to Personal Property
- Illness of a Family Member
- Loss of income
- Theft

STUDENT PLACEMENT EDUCATIONAL OPPORTUNITIES

The Office of Student Placement supports the provisions of the School District of Philadelphia's Educational Options Program by offering parents and students a wide array of educational opportunities that support academic achievement. All students, including ESOL/English Language Learners (ELL) and/or students with disabilities may request transfers from their neighborhood school via the No Child Left Behind Act of 2001(NCLB) School Choice program or the School District's regular Pupil Transfer program. Educational options include the Desegregation Program schools, other elementary, middle or high schools/programs of choice outside of the neighborhood attendance area, and Special Admission (middle and high) schools.

SCHOOL CHOICE PROGRAMS/OPTIONS

Parents of students enrolled in School Improvement and/or Persistently Dangerous schools may apply for a transfer under the NCLB School Choice Process. To apply for a transfer under NCLB, students must be eligible to participate. The School District will notify parents of each eligible student and provide a list of School District Public Schools that are not in School Improvement and/or identified as Persistently Dangerous. The School District of Philadelphia will announce the School Choice Application timeline in the fall of each school year.

To apply to School District Public Schools *not in School Improvement*, parents must apply within the appropriate time frame and use the **School Choice Request for Transfer (Form EH-35C)**. Students selected in the School Choice transfer process will be placed in schools the following September. To apply for a transfer out of a school identified as persistently dangerous, use **Pupil Transfer Request**

for Extenuating Circumstances (Form EH-36E). The EH-36E application may be submitted throughout the school year and if approved, the transfer will occur within the current school year.

Voluntary Transfer Programs

Parents may file transfer applications for children to attend schools of choice in the voluntary Desegregation Program, other elementary, middle or high schools/programs outside of the neighborhood attendance area, and special admission (middle and high) schools. Parents must apply within the appropriate time frame: between the first day of October and the third Friday of November of the current school year, for placement in schools the following September. All applications must be received by the application deadline.

Use Pupil Transfer Request Form (EH-36) to apply to schools in the voluntary Desegregation Program or other elementary/middle schools within the School District. A computerized student assignment lottery process selects students for admission.

Use the Application for Admission Form (EH-38) to apply to special admission middle schools/programs: Conwell Middle School, Girard Academic Music Program (G.A.M.P.), Grover Washington Music Magnet Program, or Masterman Middle School. Selection is based on the student's ability to meet each school's own set of admissions criteria related to attendance, punctuality, behavior, grades and standardized test scores. Admission decisions are made by a selection committee from each special admission middle school.

High School Admission Transfer Application Process

Use the High School Admission Form and Pupil Data Transcript to apply to Neighborhood High Schools/Programs, Criteria-Based High School Programs, Criteria-Based Area Vocational Technical Schools, and Special Admission High Schools. Selection of students for admission:

1) Open Admission High Schools - Students are selected randomly by a computerized lottery process.

2) Criteria-Based High Schools/Programs - Students must meet standardized admissions criteria related to attendance, punctuality, behavior, and grades. Qualifying students are placed in the lottery and selected randomly by a computerized process.

3) Special Admission High Schools - Selection is based on the student's ability to meet each school's own set of admissions criteria related to attendance, punctuality, behavior, grades and standardized test scores. Admission decisions are made by a selection committee from each Special Admission High School.

STUDENT RIGHTS AND RESPONSIBILITIES

Freedom of Expression

Students have the right to express themselves unless the expression interferes with the education program, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, takes away another individual's lawful rights or undermines the school's basic educational mission.

Students have the responsibility to obey laws governing character attack. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students may not engage in harassment, as defined in the Code of Student Conduct, nor may they communicate threats to the safety or welfare of any member of the school community or their property.

School officials may name the time and place of distribution of materials so that distribution shall not interfere with the operation of the school. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity should permit the normal flow of traffic within the school and at exterior doors.

School Newspapers and Publications

School newspapers and publications shall comply with the following guidelines. Students have a right to report the news and to comment within the provisions of this section and the Review Procedures, which follow. School officials shall supervise student newspapers published with school equipment and remove obscene or other material that would cause a disruption of, or interference with, school activities. School officials may not remove or limit material simply because it is critical of the school or its administration. Students who are not members of the newspaper staff shall have the opportunity to submit material for publication. Written rules for submission of material by non-staff members shall be developed and distributed to all students.

The student editor of such a publication shall submit all written and photographic copy to the faculty advisor for inspection. Where no editor is involved, the author shall submit the material to the advisor. The advisor shall submit to the principal any copy, which s/he has reason to believe may violate a publication rule. If the principal agrees that the copy violates a publication rule, the principal shall send the copy along with the reason(s) for the objection, to the General Counsel and to

the Chief Academic Officer. At the same time, the principal must inform the student editor of her/his objections to the article.

As part of the decision process, the student editor shall be given an opportunity, either orally or in writing, whichever is found most convenient by school authorities, to present her/his views to the principal and to the General Counsel, and to offer suggestions for changes or to eliminate the objections.

The Chief Academic Officer shall decide the question of publication within 10 school days.

The General Counsel shall also advise the Chief Academic Officer regarding the legality of the publication.

In order to prevent publication, the principal must advise the student editor within 48 hours from receipt of the article by the principal. The student editor may fill the space originally intended for rejected copy with the following statement: "The article which was to have appeared in this space was removed according to the provisions of Publications Review Procedure of the Student and Family Handbook."

Students shall be free to distribute handbills, flyers and other printed material and to collect signatures on petitions concerning either school or out-of-school issues, whether such materials are produced within or outside the school. However, such distribution is subject to the review. If limitation on the time of distribution is necessary to prevent interference with the school program, the time of such activity shall be limited to periods before school begins, during lunch, and after dismissal. The place of such activity shall permit the normal flow of traffic within the school and at outside doors. The manner of conducting such activity shall be limited to prevent loud noise or to prevent the use of coercion in obtaining signatures on petitions. The danger of littering is not a reason for limiting the right of students to distribute printed material.

The school shall require that all printed matter and petitions distributed or circulated on school property bear the name of the sponsoring school organization and the name of a responsible person of such organization. In the case of petitions presented by students to the school authorities, students shall have the right to have their petitions considered and to receive an official reply.

Buttons and Badges

The wearing of buttons, badges, or armbands bearing slogans or sayings shall be permitted as another form of expression, unless the message falls within the limits described in other sections.

Violations

Where a student fails to follow the policies and procedures set forth herein, and the material distributed contains obscene, defamatory, or offensive language, encourages illegal actions, undermines the basic educational mission of the school, or results in interference with the educational program, suspension, transfer, or expulsion may result depending on the severity of the violation.

Meetings

Open meetings are encouraged to provide students with the opportunity to speak or hear others speak on topics of general interest. Classrooms, schools assemblies, and extracurricular organization meetings are some appropriate settings for the oral exchange of ideas. Guidelines for the use of such forums should be developed by the administration consistent with published Commission Policies and made available to students and teachers. Guidelines shall prohibit violation of attendance regulations; obscenity; inflammatory language; inciting students to riot or other illegal conduct; endangering the health or safety of members of the school community; or disrupting the educational process.

In imposing limits on student expression for any reason under any of the foregoing provisions, the school must make certain that its rules are applied on an equal basis and in a manner to assure maximum freedom of expression to the students. The school shall particularly avoid any action placing limits on ideas prior to their expression. Any student or student groups deprived of freedom of expression under any of these provisions shall have the right to enter a grievance to determine whether such limits are justified under these rules.

TITLE I PROGRAM

The No Child Left Behind Act of 2001 (NCLB) mandates that schools give information to parents/caregivers regarding:

- The achievement of their children;
- The choices they can make about their children's education;
- The performance of their schools; and
- Information regarding their children's teachers.

Highly Qualified Staff

NCLB requires principals to notify parents of their right to request information. Notices will be sent out in September regarding the qualifications of teachers who are not identified as highly qualified. Parents will also be notified, if a child is being taught for four consecutive weeks, by a teacher who is not identified as highly qualified. These notices will be sent out at the end of September and at regular intervals if students are being taught by a substitute who is not highly qualified.

Parent Involvement Policy

NCLB requires that all schools receiving Title I funds develop a written parental involvement in conjunction with parents. A copy of the School District of Philadelphia Parental Involvement Policy, as well as the individual School Parental Involvement Policies, will be sent out to parents in September. The District Policy will be available in different languages.

School Parent Compacts

NCLB requires that each school have a School Parent Compact. The purpose of the compact is to define the respective responsibilities of school staff, parents, and students in the educational process. The compact must describe the school's responsibilities for providing a high quality curriculum in a supportive and effective learning environment and also the ways that parents will support their child(ren)'s learning. The compact is sent out to parents in September and is available in different languages.

SCHOOL BUS RULES

Be at the bus stop ten minutes early. You should not run to board the bus. **Wait for the bus in an orderly fashion in your assigned area.** Pushing, shoving, or creating a disturbance might result in injuries. **Take your seat immediately.** Remain seated while the bus is moving or when instructed to do so by the bus driver or other authorized individual(s) assigned for that purpose. **Enter and leave the bus only at the front door and only after the bus has come to a full stop.** In case of emergency, you may be given other instructions. **Keep your head and arms inside the bus windows at all times.** Throwing objects, no matter how small, is extremely dangerous. **Save your lunch and snacks until you arrive at your destination.** Eating and drinking are not allowed on school buses. **Avoid shouting and other loud noises.** In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus. **Leave the bus in a quiet and orderly manner.** Join your schoolmates in the cafeteria or go directly to class if school has begun. **Be very careful when crossing streets.** Be sure that

you look in both directions. **Pay attention to the instructions of the bus driver or other authorized individuals.** They are responsible adults who are concerned about your safety.

Please understand that students who violate these rules may lose their riding privileges for a period of time, or permanently. In the event that a student is removed from a bus, it will be the responsibility of the parents to make provisions for transporting their child to and from school. Parents are also reminded that under Pennsylvania State Law they are not permitted to board a school bus without permission.

TRESPASSING ON SCHOOL DISTRICT PREMISES

The Trespassing Ordinance, Philadelphia Code of Ordinances, Chapter 10-824, was passed by City Council to prevent unauthorized entry on school premises.

The provisions of the ordinance are as follows:

- **No one may enter any facility of the School District of Philadelphia without the consent of the person in charge of the facility.**
- Failure to obtain consent within fifteen minutes of entering any facility or the creation of a disturbance may be considered a violation of the ordinance.
- Employees and pupils of the School District of Philadelphia may not enter any facility to which they are not regularly assigned without the consent of the person in charge.
- **Persons who violate this ordinance are subject to a fine of not more than \$300 and imprisonment for not more than ninety days.**
- Persons found in rooms other than the office or in hallways not located between an authorized entrance and the office will be considered in violation of this ordinance.

Persons asked to leave the building or who have been given a written notice of exclusion, including students on suspension, transferred from the school, or expelled from the District, are subject to arrest and prosecution under the defiant trespass section of the Pennsylvania Crimes Code.

