

**The School District of Philadelphia**

**Dr. William Hite, Superintendent of Philadelphia Schools**

**Dr. John Tupponce, Assistant Superintendent of Network 4**

**William D. Kelley Elementary School**

**Mrs. Crystal M. Edwards, Principal**

**1601 N. 28th Street**

**Philadelphia, PA 19128**

**215-400-7370 (P)**

**215-400-7371 (F)**

**W.D. Kelley’s Mission Statement**

**At *Kelley*, we never refer to scholars as ‘These’ or ‘Those,’ instead, we say “*OURS*.”**

**At *Kelley*, we will sustain an environment where *our* children are educated in a safe, loving atmosphere where parents, staff, and the community work together to ensure that *our* scholars come first.**

**We will recognize every student as an individual with specific strengths and the potential to grow beyond their adversities.**

**We will provide an engaging learning experience where *our* scholars are instructed by highly motivated and qualified teachers and staff instill a caring, capable, and competitive spirit in every scholar.**

**By the end of 8th grade, *our* scholars will have the acquired skills, love of learning, and self-confidence in order to excel and be successful in their high school experience.**

**William D. Kelley’s 5 KEYS TO SUCCESS**

**More Opportunities for Learning**

Kelley will provide additional instructional opportunities to ensure that all students reach their individual academic goals.

**A Commitment to Excellence**

Staff, students, and caregivers work together to create a strong college and career culture that ensures that Kelley Scholars ***feel Cared*** for, ***recognize that they are Capable*** of getting smarter such that they are able to ***Compete with their peers all over the world!***

**High Expectations**

Personalized learning experiences accompanied by rigorous and intentional practices in a data driven school community will support Kelley Scholars in reaching high standards.

**Literacy Learning**

Kelley Scholar will engage in 120 minutes of literacy each day. Across the grades, small group instruction is utilized daily to ensure that we address the individual needs of every Kelley Scholar. We will work to ensure that our scholars become powerful readers, writers, and thinkers.

**Community**

The Kelley School is a “No Place for Hate” community that emphasizes character development and the fostering of love of self and community. We work intentionally to expose our scholars to opportunities to learn and practice what it means to be **Ready, Respectful, and Responsible** members of our school community.

***Dear Kelley Parents/Caregivers, and Scholars:***

Greetings and welcome to the 2018-19 school year at William D. Kelley School!

I would like to extend a warm welcome to all the members of our partnership community-our scholars, caregivers, and our many outside supporters that continue to champion our success!

As your school leader, I remain personally committed to ensuring that all students of the W.D. Kelley Elementary School ***remain ANCHORED in Greatness!*** I will continue working to foster and support a positive school culture where teachers, students, and educational leaders understand their roles and assume them. I still remain firm in my beliefs; students have an obligation to learn, educators to educate, and caregivers and school leaders must ultimately support the roles of Kelley scholars and educators.

Please know that it is the responsibility of the entire Kelley School Staff to foster a caring learning environment where every student recognize that they are capable of getting smarter every day as they work to acquire the high-level skills to successfully compete with their peers anywhere in the world. We believe, and act on the belief, that scholars will become productive citizens who will always work to change our world for the better!

We anticipate that this handbook will be a valuable resource to help guide your pursuit of school excellence. It is highly recommended that caregivers and scholars read this handbook together.

As always, please remember that parent voices are encouraged to remain part of the dialogue centered on student achievement. This year we will continue working to effectively partner with you, as we must work in collaboration to strength our school community.

We look forward to a productive school year as we stay committed to ***Greatness!***

***In partnership,***

***Principal Crystal M. Edwards***

**The William D. Kelley Staff**

|  |  |
| --- | --- |
| **Name** | **Position/Grade** |
| **Mrs. Crystal M. Edwards** | Principal |
| **Mrs. Mable Hudgins** | Administrative Assistant/Secretary |
|  |  |
| **Ms. Suzette Aiken** | Counselor & Attendance Coordinator |
| **Ms. Nikia Downer** | School Nurse |
| **Ms. Danielle Carter**  **Ms. Lawrence (asst)**  **Ms. Oliphant (asst)**  **Ms. Barnes (asst)** | Autistic Support K-2 Teacher |
| **Ms. Elvira Brazela**  **Ms. Nichols (asst)**  **Mrs. Sledge-Sumner (asst0** | Autistic Support 3-5 Teacher |
| **Ms. K. Eugene**  **Ms. Anderson (asst)**  **Ms. Mims (asst)**  **Ms. Long)** | Autistic Support 6-8 Teacher |
| **Mrs. Christel King**  **Mrs. Margo Simmons** | Special Education Learning Support (K-4th) SEL  Special Education Learning Support (5th-8th) |
| **Ms. Melissa Hamilton** | Kindergarten Teacher |
| **Ms. Aleywa Taylor** | Kindergarten Teacher |
| **Ms. Karin Clark** | 1st Grade Teacher |
| **Ms. Hannah Seabrooks** | 1st Grade Teacher |
| **Mrs. Pearline Sturdivant** | 2nd Grade Teacher |
| **Mr. Jeffrey Dean** | 2nd Grade Teacher |
|  | **Intermediate Elementary** |
| **Ms. Leah Milz** | 3rd Grade Teacher |
| **Ms. Sherese Knights** | 3rd Grade Teacher |
| **Ms. T. Taylor** | 4th Grade Teacher |
| **Ms. K. Hearn** | 4th Grade Teacher |
| **Mrs. Kelli Gallagher** | 5th Grade Teacher |
| **TBD** | 5th Grade Teacher |
|  | **Middle School** |
| **Mrs. Marissa Bonner** | 6th Grade Teacher  Literacy/Social Studies |
| **Ms. Nicole Fisher** | 6th Grade Teacher  Math/Science |
| **Mrs. Fazio** | 7/8th Grade Teacher  Math/Science |
| **Ms. K. Peeple** | 7th/8th Grade Teacher  Literacy/Social Studies |
| **Mr. N. Cholewa** | STEM |
| **Ms. M. Prescott-Ezickson** | Vocal Music and Choir Enrichment |
| **Ms. Hanin-Dasher** | Art Teacher |
| **Mrs. R. Clark** | Physical Education/ Health Education |
|  |  |
| **Mr. Nick Kenan**  **Ms. Seabron** | Climate and Culture Support |
| **Ms. T. Bemiah** | School Psychologist |
| **Mr. Wayne Fuller**  **Ms. Sindor Boyd**  **Ms. Arletha Hale**  **Ms. Rose Richardson** | Building Engineer  Custodial Assistant  Custodial Staff  Custodial Staff |
| **Children’s Crisis Treatment – STS** | Mr. Maria Asencio |
| **City Year Site Manager** | Ms. Anita Dumas |
| **Ms. S. Jackson-Ransom** | Cafeteria Manager |
| **Ms. M. Bianco** | Children’s Literacy Institute (CLI) |
| **Tiffany Lancaster**  **Silvia Wilford**  **Jennifer Jones**  **S. Edwards** | SSA |
| **Supportive Services** | Occupational Therapist  Michele Ciofalo  Speech Pathologist  Christine Madura |
| **Officer Anthony Hudson** | School Resource Officer |

**Our Vision for our Community**

The William D. Kelley School will work to be a force of positive change in our community by developing in every scholar the character traits, love of learning, and academic knowledge and skills to be successful in high school, college, and life! Kelley educators, leaders, scholars, and caregivers will work daily to be caring, capable, and competitive.

**Caring**

We care about our scholars, and what them to care about themselves, others, and the community. We will work to teach our scholars to show compassion and empathy for others. We care about their education. We believe in partnership we can move our scholars towards greatness!

**Capable**

We believe that all people are born with the capabilities to learn and succeed.

**Competitive**

We embody a strong desire to compete and succeed within the school, community, and society as a whole! We want our scholars to know that they are capable of competing with their peers across the world.

***School Philosophy***

William D. Kelley School values the respect of every person in our school community.

As such, we will work to achieve a healthy balance between the needs of individuals and the wider Kelley school community in an atmosphere of cooperation, mutual respect, and concern for the betterment of every person. We value learning in a nurturing and supportive environment, peaceful resolution to conflict, and attaining the skills that allow us to engage fully as world citizens and lifelong learners.

***Expectations of Every Student of the William D. Kelley School Community***

**Ready Learners**

We will come to school ready to grow in knowledge every day. We will come to school on time, dressed in the required school uniform, equipped with completed at home assignments, and ready to participate in class activities. We will put our best foot forward at all times.

**Responsible Learners**

We agree to work together at all times to foster and maintain a strong sense of community. In instances when our community is disrupted by the occasional problem, we agree to seek help from the compassionate and concerned adults in our school community as soon as possible to help us mediate any issues that may arise. Furthermore, we will not interrupt the instructional program of the school and we will do our best to complete all assignments as requested by teachers and staff.

**We will refrain from physical violence.** Physical conflict will NEVER be tolerated in our caring community. ***Fighting at any time, as well as the use of any type of violence or threats of violence-whether communicated through speech, writing or physical action- are unacceptable actions or responses in our school community.*** As such, threatening behavior or verbal posturing will warrant an immediate response from administration to ensure the safety and wellbeing of the greater school community. Depending upon their severity, such actions will result in consequences that may include suspension of any and all students involved.

**Respectful Learners**

**We treat each person with respect.** There will be no physical hurting, name-calling, deliberate excluding, teasing or bullying allowed in our school at any time under any circumstances. Each person in our school community, both child and adult, deserve to be treated with respect and addressed in a polite and respectful manner at all times.

**We respect our school community.** Our school space is our “home away from home” for the duration of the instructional day. We must respect this space at all times by remembering to be good citizens-keeping our personal spaces neat and clean, helping our neighbor when we can, and making sure that we keep our community spaces neat and clean at all times.

**Kelley School Year Calendar**

***2018-2019***

|  |  |
| --- | --- |
| **Date** | **Activity** |
| **August 20, 2018** | First Day for Staff |
| **August 20 – 22, 2018** | District-wide Professional Development |
| **August 20 – 23, 2018** | Kindergarten Parent/Teacher Interviews |
| **August 23, 2018** | School-based Professional Development |
| **August 23, 2018** | Ninth Grade Orientation |
| **August 24, 2018** | Reorganization  – *Academic Year Preparation K-12* |
| **August 27, 2018** | First Day for Grades K-12  – *Student Attendance* |
| **August 27, 2018** | First Day for Head Start and Bright Futures  *-Student Attendance* |
| **August 31, 2018** | Professional Development Half Day  – *3 Hour Early Dismissal* |
| **September 3, 2018** | Labor Day  – *Schools Closed and Administrative Offices Closed* |
| **September 10, 2018** | Rosh Hashanah  – *Schools Closed and Administrative Offices Closed* |
| **September 19, 2018** | Yom Kippur  – *Schools Closed and Administrative Offices Closed* |
| **September 21, 2018** | 2019-2020 School Selection Process Begins |
| **October 2 – 4, 2018** | Interim Reports |
| **October 5, 2018** | Professional Development (half day for scholars) |
| **November 2, 2018** | School Selection Process Ends |
| **November 6, 2018** | Election Day  – *Full Day Professional Development (Staff Only)* |
| **November 7 – 9, 2018** | Report card conferences |
| **November 12, 2018** | Veterans’ Day Observed  – *Schools Closed and Administrative Offices Closed* |
| **November 22 – 23, 2018** | Thanksgiving Holiday  – *Schools Closed and Administrative Offices Closed* |
| **December 11 – 13, 2018** | Interim Reports |
| **December 24, 2018** | Winter Recess  – *Schools Closed* |
| **December 25, 2018** | Winter Recess  – *Schools Closed and Administrative Offices Closed* |
| **December 26 – 28, 2018** | Winter Recess  – *Schools Closed* |
| **December 31, 2018** | Winter Recess  – *Schools Closed and Administrative Offices Closed* |
| **January 1, 2019** | New Year’s Day  – *Schools Closed and Administrative Offices Closed* |
| **January 18, 2019** | Professional Development Day  – *Staff Only* |
| **January 21, 2019** | Dr. Martin Luther King Day  – *Schools Closed and Administrative Offices Closed* |
| **Jan. 30 – February 1, 2019** | Report Card Conferences |
| **February 18, 2019** | Presidents’ Day  – *Schools Closed and Administrative Offices Closed* |
| **February 26 – 28, 2019** | Interim Reports |
| **March 1, 2019** | Professional Development Half Day  – *3 Hour Early Dismissal* |
| **April 3 – 5, 2019** | Report Card Conferences |
| **April 12, 2019** | Professional Development Half Day  – *3 Hour Early Dismissal* |
| **April 18, 2019** | Spring Recess  – *Schools Closed* |
| **April 19, 2019** | Good Friday  – *Schools Closed and Administrative Offices Closed* |
| **April 22, 2019** | Spring Recess  – *Schools Closed* |
| **May 7 – 9, 2019** | Interim Reports |
| **May 14, 2019** | Pennsylvania Primary Election Day (Tentative)  – *Schools Closed* |
| **May 27, 2019** | Memorial Day  – *Schools Closed and Administrative Offices Closed* |
| **May 31, 2019** | Graduation Window |
| **June 3 – 4, 2019** | Graduation Window |
| **June 4, 2019** | Last Day for Students |
| **June 5, 2019** | Last Day for Staff |

**Participating in After School Activities**

*It is the responsibility of Kelley Caregivers to ensure that young scholars, who are not given the permission to walk home, are picked up on time. Please note, that the legal guardian of scholars who are picked up late, repeatedly, will be required to attend a mandatory conference with administration after three (3) repeated occurrences have been identified. If late pick-ups remain a pattern after said conference, the proper authorities will be notified in support of helping the parent arrive at a fair and healthy solution in support of our scholar.*

**Admission/Arrivals**

* Morning admission will take place via the schoolyard entrance for students in grades 1st through 8th at 8:30 am. Admission for Kindergarten students will take place in the cafeteria. Any student not entering the school building during the normal school wide admission is considered late. Any student arriving to school late should enter the school via the schoolyard cafeteria door to receive a late slip. After receiving a late slip, a staff member will direct and/or escort students arriving to school after the school-wide admission to class. ***Please note that the main entrance will not be made available for entry for anyone until after 9:15 am.*** There are no exceptions to this rule as we look to always maintain an orderly and safe learning environment.
* ***No unscheduled Early Dismissals, for any student (Pre K- 8th)*** are permitted after 2:15 p.m. In the case of an urgent situation the parent must notify the school via phone and speak with the principal or the principal designee. Further, the main entrance will not be utilized after 3:15 pm as we work to safely and effectively conclude the school day.
* In the case of inclement weather, students will report to the auditorium, as sections are designated to accommodate each homeroom. Students will enter the building utilizing the schoolyard entrance.

**Breakfast & Lunch**

* All children are invited to participate in our free breakfast and free lunch program. If you wish for your child to participate in the breakfast program, they should arrive at the school by 7:50 am. Students must enter through the cafeteria entrance. The breakfast program will and must end at 8:20am to ensure a timely start to our instructional day. All students should work to memorize their school identification number in order to enter it into the system to receive their breakfast/lunch daily.
* Weather permitting and behavior warranting students will have recess every day in our enclosed recess area provided students adhere to cafeteria procedures and time permits.

## Dismissal/Departures

## All students are escorted to their dismissal area by staff. To ensure a safe and orderly dismissal, we ask that all parents wait along the perimeter of the schoolyard during the dismissal process, as to not block the exit doors. Students awaiting siblings are expected to wait in the sibling section. All students are expected to move immediately towards their home. This is a school-wide expectation. Students who do not move directly towards their home during dismissal will receive an appropriate consequence for failing to follow a school-wide directive. Please work with the Kelley Team in support of an orderly dismissal. Do not encourage students to break their lines prior to being dismissed by their teacher.

**Cell Phone – Electronic Devices Policy**

In order to minimize distractions, academic dishonesty, and theft the use of cellular phones and electronic devices are prohibited at the William D. Kelley School. Use is interpreted as using any cell phone function or feature, not just the sending or receiving of calls. This includes the use in hallways, restrooms, offices or any other place on school grounds; students may NOT take a pass out of class to use their phones. To that end, cell phones must be turned off and kept out of sight.

***Students who choose to not follow the cell phone policy will be subjected to the following discipline policy:***

*Cell phones will be confiscated by any Kelley staff member at the time of incident and turned over to the appropriate administrator. Parents/caregivers may only pick up the cell phone between 7:30 a.m. – 8:00 a.m. and 3:00 p.m. - 3:30 p.m. Any student refusing to adhere to the discipline policy will be referred to the Principal for insubordination and such behavior may result in a suspension and a mandatory parent conference. Furthermore, any inappropriate use of cell phones, including but not limited to, inappropriate photographs, text messaging, and recording/videotaping will result in confiscation of the phone; further consequences may include possible police referral.* ***Students bringing these devices to school do it at their own risk.***

## Early Dismissal

Parents are urged to leave their children in school for the entirety of the school day. Please work to schedule medical and other appointments outside school hours and on school holidays, whenever possible. If a child needs to be dismissed early, he/she should bring a note to his/her teacher stating the time and reason. Parents—or another authorized adult—must sign the child out in the school’s main office with photo ID. If photo ID is not given, the student will not be released. If you are sending someone else for your child, please remember that 1) the person you send must be an adult, 18 years or older; 2) must be listed on your child’s emergency contact form; and 3) must have photo identification. Otherwise, we will not release your child. Your adherence to this policy will protect your child as well as others. Please remind your child that leaving the school unescorted before the end of the day is not permitted.

**Children should be picked up on time**

It is critical that all students are escorted from the William D. Kelley School grounds in a timely fashion. Our educational obligation to your child ends at the conclusion of the school day. As you can appreciate, many staff members have obligations that extend outside of the school building. To that end, where children are repeatedly picked up late, it will become the policy of the Kelley school to turn the child or children over to the Philadelphia Police Department for parent pick-up. ***On Professional Development half days, students must be picked up by 12:09 pm.*** Please make the necessary arrangements for your children on these days. Staff is unavailable to attend to student on half days. Again, we will like to refrain from contacting the neighborhood Police Precinct, but we will out of a necessity to ensure the safety of our students.

## Mandatory School Uniform

***All students are expected to wear the uniforms described above when on campus and during school hours from Monday through Friday.***

|  |  |
| --- | --- |
| Shirts, Sweaters, Sweatshirts | * K-5th Navy blue (No hooded sweatshirts allowed) * 6th-8th Gold/ dark yellow |
| Pants | * Pants · Pants must be plain, solid traditional Khaki Color * Knee length Khaki Shorts are permitted pending weather * ***Rolled-up, skin tight, cargos, and corduroy pants are not permitted.*** * Girls may wear skirts/jumpers with a hem no shorter than 3 inches above the knee * Socks and/or leggings worn with jumpers/skirts must be solid color knee. |
| Belts | * Belts · All male scholars should wear plain belts with their uniforms. ***Hanging pants are not permissible.*** |
| Shoes | * K-8 students: toes and heels must be covered * K-8 grade scholars’ must wear rubber sole shoes. * (NOT ALLOWED: croc-style shoes, slides, slippers, or any style of shoe that exposes any part of the heel or toes.) * Boots should only be worn under pant |
| Accessories, food, misc. | * No bags are to be carried throughout the building. ***(Middle school girls may carry a small bag no larger than a sheet size of paper.)*** * Non-prescription eyewear is not permitted. * No headwear, that is not religious, is allowed to be worn inside of the building. ***(This includes, but is not limited to, hats, scarves, wraps, do-rags, wave caps, etc.)*** * Religious garb should coordinate with the Kelley Colors of Navy and Khaki * Personal cell phones, and other electronic devices, are not to be visible at any time during the course of the day. ***(If they are visible they will be confiscated).*** * Hair and face beautification products/tools ***(i.e.-brushes, combs, make-up)*** are not to be visible during the day or they will be confiscated. * Gum, candy, or other food is not to be eaten or visible during class or transition time. ***(Lunchroom/time is the only exception.)*** |

***If a student refuses to stay in uniform throughout the course of the day they will receive disciplinary consequences accordingly.***

*The goal of consequences is to make students realize the harm that they have caused, help them to learn from these mistakes and repair the effects of their actions. We at Kelley believe in helping our scholars learn from their mistakes as we teach them that sometimes you can “Fix-it!” Please note that secondary refusal of original consequence will result in a higher-level consequence such as In-or Out of school suspensions, or mandatory parent conference at administrations discretion.*

|  |  |
| --- | --- |
| **Undesirable Behavior** | **Logical Consequence-Fix it, Please!** |
| **Uniform Violation** |  |
| Come to school out of uniform | * Student goes to uniform bank and puts on uniform. Returns it at the end of the day. * Uniform located in the Refocus Center. * They change back in at the end of the day. * Teachers will all take turns taking clothes home to clean them. * Leave their clothes in the uniform bank. |
| *Kelley has a no Hoodie Policy*  Refusal to remove a hoodie during the school day | * Verbal redirection and loss of Dojo points |
| **Infractions that may cause physical or emotional harm** |  |
| Mutual fight | * Suspension * Mandatory Parent Conference * Administrative discretion type pending the investigation. |
| Simple assault, intent to harm  Two-person fight with obvious antagonist | * Immediate removal of aggressive student * Reflection in the Refocus Room *(A Buddy classroom if RR is not available)* * Suspension (Admin discretion type pending investigation) * Mandatory Parent Conference |
| **Behaviors that are Disruptive to the Learning Community** |  |
| Defiant Behaviors:  Eating sunflower seeds, chewing gum  Refusal to put away food  Throwing objects (no immediate physical danger) | * Community service after school with custodial staff (when possible) * Student signs in and out with time and date |
| Offensive Verbal Disrespectful Language | * First Offense and first attempt to Fix-it without admin or parent intervention: * Written note with 3 positive comments about the person AND a positive framing of how to best express yourself. |
| Cutting Class (not reporting to assigned class) | * Suspension * Mandatory Parent Conference at administrative discretion pending investigation |
| Walking out | * 1st Offense - 15 min detention AND parent phone call by teacher * 2nd Offense - Phone call and 30-minute detention (and if note is not returned signed) * 3rd Offense - In house suspension with a written reflection about behavior |
| Theft | * Suspension * Possible higher level consequence concluding investigation to include legal actions |
| Use of phone  ***Phones should never be visible during the school day- please be reminded that scholars bring phones at their own risk. School staff will not have the time to search for lost or stolen phones.*** | * Phones should not be visible during the instructional day.   ***(Middle School) Phones are collected (and locked away) in the beginning of the day.***   * First violation: Teacher confiscates; phone and returns to student the next day. * Second violation: Teacher confiscates; phone is returns to a responsible family member before or AFTER school; **not during the school day** |
| Misuse of computers | * Loss of computer privileges (Timeframe at the discretion of the school staff) |
| Non-participation, opting out of assignments | * Complete assignments during lunch when educators are available |

**The School Nurse**

The School Nurse maintains medical records on each student. Parents/guardians must inform the nurse promptly of any special health problems and should feel free to contact the nurse if they have questions or would like to schedule a confidential appointment. The School Nurse must have the following information on record or the student will be excluded from school: *Medical Emergency Contact Form*, and the student’s *Immunization History*. If a student becomes ill during the school day, he/she will be given immediate attention. Parents/guardians will be notified if their child is too ill to return to class. Students should not personally call home if they feel ill but instead report to the School Nurse.

**Medication**

***It is the policy of the Kelley School to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from the school. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is not acceptable. A new medication administration form must be filled out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name, dosage and frequency. All medications must be turned in to the nurse’s office. No medications may be kept in the student's desk or locker. At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy. A new medication authorization form must be completed each year.***

## Immunization Certificate

Pennsylvania law requires all students enrolled in a Pennsylvania school to be completely immunized or exempted before admission to school. This is a REQUIREMENT of The Pennsylvania Department of Health, the Philadelphia County Board of Health and the Philadelphia School District.

## Head Start

## Students attending the Head Start Program are to be dropped off at 8:30 am. Parents must follow Head Start guidelines for admission and dismissal. Student reporting to the school after 8:30 am will have to be escorted to the main office via the cafeteria entrance and wait to be signed in by a head start staffer.

## Lost and Found (Personal Property)

Please clearly label your child’s clothing. Mark other personal property with your child’s name and room number, i.e., books, book bags, etc. We know how hard it is to provide children with all the things they need. Losses will be lessened if all items are marked. Children are not permitted to carry large sums of money, toys, electronics or expensive jewelry. The school cannot be responsible for any items that are lost, stolen or traded. All trading cards are forbidden.

**VISITOR POLICY**

Kelley welcomes and encourages visits to schools by parents and guardians. We recognize that some school visits are planned and structured while some are informal. Examples of informal visitations may include delivery of school materials or other items to students, visiting with the school nurse, meeting students for early release, or dropping off students for late arrival. Planned school visits may include: teacher conferences, discipline meetings, and IEP team meeting or class observations.

All visitors/parents to Kelley must enter through the visitor’s entrance; state their first and last name, and the reason for their visit. Photo ID must be shown to the designated school greeter to register and you must sign in by printing your first name, last name, date, time in and destination. The visitor/parent must then go to the main office to receive permission to enter other areas of the building. Visitors/Caregiver are not permitted to travel throughout the school building without prior approval and are always required to follow protocol and receive a visitor badge. As we always work to maintain a safe and orderly learning environment at Kelley

***The Trespassing Ordinance, Philadelphia Code of Ordinances, Chapter 10-824, was passed by City Council to prevent unauthorized entry to school premises and will be strictly enforced. This ordinance is for the protection of your child.***

Please cooperate and report back to the

front desk upon exiting the building to record the time out.

## School Culture and Student Engagement

W.D. Kelley will have clear and consistent expectations that will be explicitly taught and reinforced by all teachers and staff. The school’s core values will be the basis for the character education model, which will be reinforced throughout the school day and cultivated during classroom and community morning meetings, assemblies, and parent conferences.

**Emphasizing a “Caring and Capable” Attitude**

At Kelley, the language used by teachers and staff will consistently promote a “Caring and Capable” attitude among students by refraining from negatively phrased statements and using positive ones. Inspirational quotes that will line hallways and classrooms will further emphasize to students that a great education is deserved and attainable and that students will work towards this goal every day.

**Team Environment**

Kelley recognizes that it can be difficult to reach ambitious goals on your own, so to encourage a team environment; behavior management systems will reflect consistent support of “joining the team.” Faculty and staff will be held to similar standards and operate as a team in support for one another and shared responsibilities for all students.

**College Going Culture**

Both the school environment and culture will reflect an expectation to achieve college or career goals. College and university pennants will be present in hallways, classrooms, and common spaces. Going to college and preparing for future careers will be a part of regular conversation in school community meetings and individual classroom meetings.

**Clear Expectations**

Consistent reinforcement of clear expectations, procedures, and rituals and routines will be essential to upholding a successful school culture and climate. Everyone in the school, including students, teachers, and parents, will be held accountable for modeling the appropriate behaviors at all times. Student expectations will be explicitly taught during the first week of school. These expectations will be clearly communicated and reinforced throughout the remainder of the year and monitored by school leadership. In order to engage students in ownership of the shared school space, classroom jobs will hold students accountable for specific tasks that create a safe, clean, and organized learning environment.

**Community Greeting and Meetings**

Each day, the entire school community will meet for the morning greeting to recite the school’s No Place For Hate Pledge and to be greeted by school leadership. After the morning greeting, grades will be dismissed to their classrooms for individual classroom morning meetings, which are used to encourage the social and emotional development and well-being of students. Core values will be an essential vehicle for communicating to students the tangible ways of developing character, and the activities or discussions that take place during this time will be adjusted across grades as necessary. ***Bi- weekly Fridays the entire school will meet for morning admission in the Kelley Auditorium in support of celebrating success and to encourage school pride!*** On these Fridays, our community circle will highlight student achievement, recognize student leaders, and share relevant student data.

**Class Dojo Management System for 3-8**

Grades 3-8 will use Class Dojo to encourage positive behavior and track progress of scholars using Kelley’s core values: service, courage, humility, originality, leadership, achievement, and reflection. Class Dojo is an online system that allows the teacher to award points that corresponds to rules, routines, specific behaviors, learning habits and accomplishments both in and out of the classroom. Students will have access to their own profile to track their progress. Parents and families will also have an account where they can access their child’s progress and receive messages from the teacher. Daily/Weekly reports can be viewed at any time on the parent’s account. Reports will be sent home weekly to be signed and returned to the classroom teacher.

**Rewards for Positive Behavior**

We encourage our students to always bring their best selves to the classroom and ready to learn. Some of the incentives we have for rewarding students who continuously bring their best selves are:

* Positive verbal praise
* Shout outs in morning meeting
* Special cheers and chants
* Positive phone calls home
* Stickers
* Student leadership opportunities
* Treasure box (weekly during lunch)
* Extra free play
* Field Trips

|  |  |
| --- | --- |
| **Protocol for Parent/Caregiver Exclusion from School Building**  Please know that it is the practice of The School District of Philadelphia and the William D. Kelley School to make every reasonable effort to work with parents and the community to maximize the education program and the welfare of all students. On occasion, parents/caregivers display conduct/behavior that affects a safe and secure environment as required by SDP.  When parents/caregivers display threatening or hostile behavior that clearly disrupts the learning environment, the following protocol outlined below is to be followed. This protocol should always be followed in consultation with the Assistant Superintendent, Office of Parent & Family Engagement and the Office of Student Rights & Responsibilities.  ***When a parent/caregiver behaves in such a manner as to disrupt the orderly functioning of a school, the Principal will:***  ***(1) Complete a Serious Incident Report***  ***(2) Contact the Assistant Superintendent and FACE Office***  ***(3) Issue either the Warning Exclusion Letter or Exclusion Letter***  ***If a Warning Exclusion Letter is issued, then a meeting will be scheduled with parent/caregiver that may include a representative from the Office of Family & Community Engagement to discuss the situation and offer support plan***  ***(4) If necessary call Philadelphia Police Department.***  ***(5) Document the event***  Exclusion letters do not preclude a parent/caregiver from making an appointment to speak with school staff regarding legitimate educational issues or from attending ceremonies. At any time, SDP School Police or Philadelphia Police Department may be called if the parent/caregiver enters the school premises without an appointment. Exclusion Letters are for one year. It will be the principal’s discretion, if the circumstances have changed and the letter may be rescinded or if the exclusion time period is reduced. |  |

## Student Discipline Policy

The purposes of disciplinary action are: to change a student’s behavior, to deter or prevent other students from engaging in negative behavior, and to maintain a safe and orderly school environment. Blaine disciplinary policies will directly align with District policies and procedures.

**Positive Behavioral Intervention and Supports (PBIS)**

PBIS “involves the entire school population in promoting and rewarding positive behaviors, while preventing negative or risky behaviors, in order to create a safe, supportive learning environment for all. PBIS does not simply seek to “fix” a problem; it also addresses the circumstances that led to the problem behavior, and creates sustained positive change in the school environment.” Kelley will implement PBIS to meet the general needs of the entire school population.

Discipline Prior to Office Involvement

Minor discipline issues will be handled in the classroom and between teachers, students, and parents. Teachers will use a clearly defined set of rules and routines: warning, in-class redirection, and in-class calming corner. When consequences are necessary, the delivery of consequences will be with respect for the student and the choice that student has made. Discipline infractions and consequences will be documented according to District policy and monitored by the Dean of School Culture. **On the occasion when a scholar’s behavior becomes a disruption to the learning environment, the scholar will be escorted to the refocus room and will be required to make up any lost time.**

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. Students may be disciplined or suspended for any of the following:

1. Disruption of school. A pupil may not use violence, force, threat or intimidation to cause the disruption of school.

2. Dress Code Violation

3. Damage, destruction or theft of school/private property.

4. Assault on a school employee.

5. Inappropriate use of electronic devices

6. Possession of weapons and dangerous instruments.

7. Mutual Fighting

8. Disruptive or offensive use of language.

9. Harassment/bullying/cyber-bullying/intimidation

***Please note that major discipline infractions to include the repeat of minor infraction the works to disrupt our learning environment will be addressed be administration.***

The purpose of disciplinary action is to have both pupil and parent recognize that the pupil was involved in serious, disruptive, non-acceptable behavior. A conference involving the parent, pupil and school personnel is scheduled for the purpose of discussing the reasons for disciplinary action and cautioning that the misbehavior must not be repeated.

The following are the range of consequences (in no particular order) that may be exercised by Kelley for students who disturb the optimal teaching/learning environment:

* Verbal warning
* Paycheck deduction
* Behavior reflection
* After-school detention
* Community Service (picking-up trash, cleaning walls, sweeping floors, cleaning tables/desks, etc.…)
* Private Apology
* Public Apology
* Saturday detention
* Exclusion (mandatory parental conference before student returns to class)
* In-school Suspension
* Out of school suspension
* Referral
* Expulsion

**A pupil may be given a temporary suspension for a period of up to three school days or a full suspension of up to ten school days.**

Legislation, enacted by the Pennsylvania General Assembly, requires all public schools to take a mandatory course of action in dealing with students who are found to be in possession of weapons. Weapons, of any kind brought, to school are grounds for dismissal. Teachers are to report such incidents immediately.

***Note: For the safety of students and staff, we will conduct random security scans. This is to ensure a continued safe school climate.***

**Zero Tolerance Policy**

At Kelley, we will continue to adhere to the District’s “**zero tolerance”** policy towards violence of any kind in their school, on the property of their school, or during any school sanctioned activity. **Please be reminded that school administrators are required to suspend a student or group of students for 10 days with intent to expel when there are reasonable and probable grounds to believe** **that a student or group of students has:**

• **Assaulted an adult or another student**

• **Committed or incited an act of violence**

• **Possessed or has transported onto school property materials to utilize as potential weapons**

**Parent and Community Engagement**

Strong parent engagement leads to successful learning outcomes. Kelley will engage with parents prior to every academic year during a parent retreat. Parent retreats allow leadership and teachers the opportunity to meet individually with parents to discuss their child’s personalized learning plan. Personalized learning plans will be created by using the students’ most recent records and data and will contain measurable growth goals and outcomes. Parents, teachers, and leadership will partner to make these personalized learning plans realistic and attainable.

During parent orientation, parents will also be provided a copy of the school handbook, which outlines all school systems, policies, and procedures. Parents and students are expected to each sign and uphold the commitments stated within. This initial introduction to the school culture and climate allows Kelley leadership and teachers to start the process of building mutual trust and open lines of communication, two essential components of effective parent engagement.

To ensure ongoing involvement, school leadership and classroom teachers are expected to maintain contact with parents on a frequent basis. A **Wednesday folder** will be sent home every week with announcements and important information. Daily homework and bi-weekly student reports, access to grades, and a required 24-hour response to parent questions/comments will be implemented throughout all grades.

**During the Academic School Year**

There are a variety of ways in which parents, families, and community members are encouraged to engage in their student’s academic and personal growth throughout the school year.

* *Conferences:* Parents and teachers will meet three times a year to discuss their student’s progress according to their personalized learning plan and adjust plans and/or goals if necessary.
* Extra-curricular activities: At Kelley, students will have the opportunity to participate in extracurricular activities.
* Celebrate achievement: Every quarter, assemblies are held to celebrate student academic achievement.
* *Annual celebrations:* Events such as the Annual Thanksgiving Dinner, Winter Holiday Celebration, May Day Festival, Family Day, and the Parent Partnership Luncheon
* *Parent Workshops:* Community and school-based partnerships equip families with additional skills, knowledge, and resources to encourage their children to be successful.

**Parent Satisfaction**

***Similar to student surveys, parent surveys will be conducted twice a year. Kelley’s goal is to have a response rate of 75% and will use responses to make adjustments as necessary. Results of the survey will be shared with teachers and staff, the community, and the District.***

## Parent Volunteers: In order to become a volunteer, you must fill out an application along with completing a child abuse and criminal history check. Forms are available in the main office and at the FACE Office in Central Office. Each clearance is ten dollars. Once the principal reviews the documents, the parent will be given duties within the school such as but not limited to:

* Breakfast monitor
* School Yard Monitor
* Lunch/Recess Monitor
* Classroom Assistant/Homeroom Helper
* Maintenance
* Extra-Curricular Activities
* Special Projects Helper
* Library Helper

**Emergency Contact Information**

Emergencies can happen at any time. Therefore, it is important that we are able to contact a parent or parental designee if something arises. To that end, it is critically vital that all students have UP TO DATE contact information in their files at all times. Please complete all emergency contact information sheets provided at the start of the year. Please make sure you notify the school as soon as possible when your contact information has changed. We understand that situations occasionally arise that may preclude phone numbers from remaining the same. However, you must communicate such circumstances with administration. Having a file with no working numbers or a noted means to contact a caregiver/parent may be construed as a neglectful situation. Please keep the school abreast of any changes as soon as possible.

## Inclement Weather

In case of more severe weather conditions, which may necessitate the closing of schools, please listen to radio and television alerts concerning “All Philadelphia Public Schools.” Or call (215) 400-7669. In the event of an early closing of schools, we must know where your child can go if you are not home. Please do not call the school, as this will disrupt our ability to safely dismiss students.

## Attendance and Punctuality

To receive the maximum benefit from classroom instruction, it is important that a child report to school each day on time. Further, the policy of the School District requires that school-aged students enrolled in the schools of this District attend school regularly, on time, and for the whole school day in accordance with the laws of the State of Pennsylvania.

**When a student must be absent from school, the student’s parent or guardian must provide a written explanation concerning all absences upon the student’s return to school and with 3 days of the absence. Telephone calls do not replace a note. This will allow teachers to properly code all absences in the roll book and on the District’s, central computer system. It is the student’s responsibility to make up all assignments and tests missed during an absence.** Please be mindful that all absences will be treated as illegal or unexcused until we receive a written excuse note explaining the reason(s) for the absence. According to the law, only absences due to illness/quarantine, recovery from an accident, required court appearance, religious holidays, death in the family and educational tours or trips may be excused.

***Note:*** In addition to absences, early dismissals and late arrivals will prevent students from the full benefit of the curriculum and from receiving a perfect attendance award.

# Parent Information Regarding Truancy Procedures

Note: To avoid truancy procedures and DHS referrals, ensure that your child comes to school every day on time.

|  |
| --- |
| At the 3rd Illegal/Unexcused Absence |
| * Address and telephone number is verified * Legal Notice (C‐31) is mailed to the parent/guardian or given to the student to take home |
| At 3rd-10th Illegal/Unexcused Absence |
| * RtII Process begins with  documented  interventions  in  Schoolnet using  RtII for  BEHAVIOR/BHS |
| At the 10th Illegal Absence (Students are considered chronically truant at 10 Illegal absence |
| * Interventions are reviewed and the decision is made to refer to DHS/Truancy Court * Truancy Referral Form is completed |

## The Kelley Curriculum

**Literacy Learning at Kelley**

Kelley’s School’s literacy curriculum has been designed to prepare students with the reading, writing, speaking, and listening skills for success in college and careers. As a result of the literacy curriculum, students will: demonstrate independence in accessing and building upon the ideas of others, articulating their own ideas, and seeking new learning opportunities; establish a strong base of knowledge across content areas that they draw upon, refine, and share with others; adapt their written and verbal communication for different audiences and purposes; think critically, analyzing evidence and claims and applying reasoning; access and use technology efficiently and effectively to learn and communicate ideas; and engage with and understand a variety of diverse cultures and perspectives from periods across time (www.corestandards.org).

Students in grades K-6 will engage in 120 minutes of literacy instruction each day. Students in grades 7-8 will have 90-minute English Language Arts blocks. The school will develop the literacy curriculum by aligning the scope and sequence and essential learning goals of lessons to the Common Core State Standards and using a variety of research-based curricular materials.

**The Literacy Block**

The literacy block will include: direct instruction, guided reading and writing, and independent practice. Students will be grouped based on ability for direct instruction and guided reading and writing groups, ensuring that students’ individualized needs are met. Reading and writing groups will be transient, students will be re-grouped regularly based on student data.

**Direct instruction** will be provided in specific components of reading (Foundational Skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as Informational Texts and Literature: text structures, complexity, and ideas) using a variety of resources including those listed below. Direct instruction may be a whole group or small group lessons and may include a read aloud or other modeling.

**Guided reading** will include a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. Guided reading texts offer students challenges and opportunities for problem solving and push students beyond their independent reading levels. Some students will participate in guided instruction with the teacher while others are working independently or in self-guided groups.

**Independent reading** time will be provided for students to practice reading strategies, to expand reading interests, and to make connections with the text. Groups of students may be working collaboratively, such as in literature circles and Socratic seminars, during independent reading time. Students keep a journal, share, and give feedback to other students. Teachers monitor student independent reading and confer with students.

**Scholars must have a book with them at all times.**

Please ensure that your child has a library card and visits the library at least every two weeks. Teachers will provide books to students, as well. ***All scholars must read at least 1 hour per day, outside of their homework.***

**Writing**

**Direct instruction** includes whole group or small group lessons in the key components of writing (language use, vocabulary, syntax, organization of ideas, text complexity, text structures, research, reflection, and revision).

**Guided writing** includes a teacher working with a small group of students on a specific writing concept or technique that students are having difficulty mastering.

**Independent writing** includes opportunities for students to practice writing in a variety of styles, working through the writing process from planning to publishing.

#### Mathematics

Kelley’s mathematics curriculum will be designed to prepare students with the mathematical knowledge, skills, and understanding to be prepared for mathematics in college, career, and life. As a result of the math curriculum, students will: learn math concepts and procedures (counting & cardinality, operations & algebraic thinking, number and operations, measurement & data, geometry, ratios & proportional relationships, expressions & equations, functions, statistics & probability) and apply knowledge to real-world problem solving (www.corestandards.org).

**Math Block**

Kelley Scholars will receive 90 minutes of daily math instruction. The math block will include direct instruction, collaborative problem-solving, technology-based instruction, and opportunities for practice to develop fluency in computation.

***Math Expressions & Big Ideas*** will be used as a core resource in the K-6 math curriculum. Math Expressions is a research-based math program recently developed by Houghton Mifflin Harcourt. The Math Expressions Program is aligned to the CCSS and works toward mastery of concepts and skills. The program is technology-driven with video-based lessons and online access to student materials and home school connections. The curricular materials are designed to complete grade-level concepts by April and then move on to the following year’s learning objectives by increasing the rigor and ensuring that students are better prepared to meet academic standards.

#### Science at Kelley

Students at Kelley will engage in hands-on, project-based science instruction for 30-minutes, twice a week. Curriculum will be infused with a STEM prep to teach students standard-aligned learning objectives and expose them to 21st-century skills that involve engineering and technology.

#### Social Studies learning at Kelley

Students will explore the cultures of others, share their own culturally diverse backgrounds, examine historical events, and relate to modern social constructs during social studies instruction for 30 minutes, three times a week. In addition to this instructional block, social studies concepts will be integrated throughout the reading and writing curriculum to prepare our students to be engaged and thoughtful citizens of our community.

### State Assessments (Annually)

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student’s attainment of academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 is assessed in writing, and every Pennsylvania student in grades 4 and 8 is assessed in science.

## Report Cards

Report cards are issued 4 times a year. Report cards, which are legal documents, will contain both academic and behavior grades. Attendance will be reported on the report card. You will be issued an appointment date to discuss your child’s progress with his/her teacher. You must adhere to the date stated on the appointment slip. If you must make other arrangements, contact your child’s teacher immediately upon receiving your appointment date. It is imperative that you pick up your child’s report card during the first three marking periods. Final Report Cards will be given to the student in June.

## Promotion & Retention

Kelley scholars will be promoted or retained in accordance with district policies. If students are not meeting grade level standards at the end of the first quarter, teachers create an action plan with the student and their parent or guardian. If the action plan does not yield adequate results, the teacher will make a recommendation for retention to the principal and will provide data to support their recommendation. For students in grades 1-8, retention decisions are made by the principal. For kindergarten students, parents must agree to retain a student.

### Special Education

William D. Kelley School will provide special education services to students with disabilities in accordance with the School District of Philadelphia’s Procedural Manual. The Manual provides educators, school administrators and parents with procedures and guidelines to identify, evaluate, place, and educate students with disabilities in Philadelphia Public Schools.  The procedures included in this Manual reflect the Office of Specialized Instructional Services’ (OSIS) interpretation and understanding of the most recent federal and state disability laws and regulations, and judicial decisions and court consent decrees affecting the education of students with disabilities. <http://webgui.phila.k12.pa.us/offices/s/oss/manuals-policies--procedures>

Legal Standard: Pursuant to the IDEA, section 504 of the Rehabilitation Act (chapter 15) and the Pennsylvania Public School Code: students and student services (chapter 12), CSAP is the mechanism by which the School District of Philadelphia provides regular education interventions to students with academic or behavioral difficulties, as appropriate so that students are not inappropriately referred for an evaluation for special education services. CSAP also provides the mechanism to support the State of Pennsylvania’s Buckely Amendment Act 211, which mandates education and counseling support for students experiencing barriers to learning due to substance use. (Note: CSAP is now the RTII process.)

The Kelley School believes that all students can and must have an opportunity to reach their potential. It is Blaine’s intent to exhaust all measures (specialized programming, services, support, etc.) tailored to meet the needs of individual students to ensure they receive a world class educational experience regardless of disability. To this end, we have certified special education faculty, counselors, social workers, related service providers, and psychologist to provide ongoing support to students who have been identified as needing special education services. Blaine’s program complies with Federal and State special education laws.

***Step 1: Identification***

Kelley School identifies and refers students who might be eligible for Special Education Services for evaluation. Screening and referral processes include initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the student assistance program known as RtiI. Whenever the RTiI Team for a multidisciplinary team evaluation refers a student, The Kelley School must obtain written consent from a parent/guardian before the evaluation can be conducted. If you consent for your child to be evaluated, you are not agreeing to Special Education Services for your child, only for your child to be evaluated to determine if they require services.

If you think your child might be eligible to receive Special Education Services, please contact the Special Education Liaison to request a multi-disciplinary evaluation for your child. When you make a request for an evaluation, the school will provide you (within 10 calendar days) with an evaluation request form to complete. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within 60 calendar days after receiving the signed Permission to Evaluate form. Once the multidisciplinary evaluation is completed, the school psychologist and the Special Education Liaison will meet with the parent/guardian the review to findings of the evaluation.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities:

* Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (for example, ADD, or ADHD), Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment
* Special Learning Disability including; Basic reading skills, Reading comprehension, Math calculations, Math reasoning, Listening comprehension, Written expression, Oral expression

***Step 2: Individualized Education Program (IEP) Process***

If your child is identified as needing Special Education Services, the next step in the process is to develop an Individualized Education Program, commonly referred to as an IEP. This document describes your child’s needs and explains the specific services that Blaine will provide to your son or daughter to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the child. Either a parent or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

A team of qualified professionals writes the IEP. Parents and guardians are critical members of the team. As a parent or guardian, you are invited to all IEP meetings. Parent and student input during these meetings is extremely valued and allows the team to devise an IEP that will meet your child’s individual academic and/or social-emotional needs. When your son or daughter turns 14 years of age within an IEP term, he/she must be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents and guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, you indicate your approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parents/guardians. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. Blaine staff encourages families to think deeply about the proposed services before signing the NOREP. Blaine staff requests that parents indicate their approval of services or present clarifying questions/changes to the IEP/NOREP within 48 hours of the IEP meeting.

***Step 3: Start Services and Progress Monitoring:*** After the NOREP is signed indicating approval of proposed services; your child will begin receiving the services outlined in the IEP. Blaine uses data to monitor the academic growth of all students to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home at 9-week intervals along with report cards.

## Parent/Teacher Conferences

Parents need to schedule conferences in advance, at times convenient for both teachers and parents. Conferences will be scheduled at such times when they do not interrupt or interfere with the instructional program.

**HOMEWORK**

It is the policy of the School District of Philadelphia and the William D. Kelley Elementary School to assign homework each evening to every child. Homework is designed to strengthen basic skills, extend classroom learning, reinforce good study skills, develop initiative, responsibility and self-direction, increase the range and scope of interest, and foster worthwhile use of leisure time. Homework should be assigned at least **four days per week** and should reflect content from the curriculum. During vacation times, homework assignments may be given.

Suggested homework times are:

Kindergarten- 20 minutes

Grades 1 & 2- 30 minutes

Grades 3 & 4- 45 minutes

Grade 5 through 8th- 60 minutes

Homework assignments should be reviewed by the parent and ***then signed.*** Parents will be notified when students fail to return assignments.

***Effective Homework Strategies to Help Your Student at Home***

* Set aside a specific time each night to do homework
* Make sure there is a quiet space for students to complete their homework
* Make sure there are pens, pencils and paper available for your child to complete their homework
* Help your child get started by asking them what they have for homework and read the directions for their assignments with them
* Check your child’s Homework Link to make sure they have done all of their homework and that they have fully attempted every assignment to the best of their ability
* Help your child organize their homework binder so that it is neat and they know where to find their homework the next day
* Contact your child’s teacher if you feel that your child is having difficulty on his/her homework assignments

***Materials:*** Each student with responsibility for the proper care of school property and the school textbooks, supplies and equipment entrusted to his/her care. Therefore, students are responsible for all textbooks and library books issued to them during the school year. ***All lost or damaged books must be paid for.***  If a lost book is found, money paid will be refunded.

**ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK**

**Please return this form signed to school**

By signing below my child and I acknowledge that we:

1. Received the Kelley School handbook;

2. Read through and understand the contents of the handbook;

3. Agree with all the policies and procedures;

4. Understand that any violation of the policies and procedures will result in certain consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Parent/Guardian (Print) Parent/Guardian (Signature) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Student (Print) Student (Signature) Date