

John H Webster  
Elementary School  
**FAMILY  
HANDBOOK**



**2021 – 2022  
School Year**

John H. Webster Elementary School  
3400 Frankford Avenue  
Philadelphia, PA 19134

**Principal**  
Sherri Arabia

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## **School Profile**



John H. Webster is located at 3400 Frankford Avenue in the Harrowgate section of the City of Philadelphia. The school is part of Network 5 of the School District of Philadelphia. We serve approximately 700 students from pre-kindergarten through fifth grade. Our racially diverse population is composed of 30% African American, 53% Latino, 12% White, 1% Asian, and 4% Other/Multi -Racial students.

## **Mission Statement**

We accept the responsibility to serve the community and create a nurturing environment that ensures lifelong learners. As a Webster family, we are dedicated to maximizing the potential of all students and providing the academic and social skills necessary for success.

## **Our Vision**

At John H. Webster Elementary School, all children will be treated as our own Webster family. All Webster teachers, staff, parents, students, and community members believe that all of our children are capable of achieving at high levels of academic excellence. Here at Webster, our family is passionate about

a safe and nurturing environment so that all members feel accepted and valued. We will continue to develop partnerships with families and communities.

## Academic Calendar 2021-2022

| <b>Date</b>                        | <b>Activity</b>  |
|------------------------------------|--|
| <b>August 23, 2021</b>             | <b>First Day for Staff</b>   |
| <b>August 23 - 30, 2021</b>        | <b>District-wide Professional Development</b>  |
| <b>August 31, 2021</b>             | <b>First Day for Grades K -12</b><br><i>– Student Attendance/half day for Kindergarten</i> |
| <b>August 31-September 3, 2021</b> | <b>Kindergarten Half Day</b><br><b>-Early Dismissal</b>                                    |
| <b>September 6, 2021</b>           | <b>Labor Day</b><br><b>- Schools Closed and Administrative Offices Closed</b>              |
| <b>September 7, 2021</b>           | <b>Rosh Hashanah</b><br><b>- Schools Closed and Administrative Offices Closed</b>          |
| <b>September 8, 2021</b>           | <b>Kindergarten Half Day</b><br><b>-Early Dismissal</b>                                    |
| <b>September 16, 2021</b>          | <b>Yom Kippur</b><br><b>-Schools Closed and Administrative Offices Closed</b>              |
| <b>October 11, 2021</b>            | <b>Indigenous People Day</b><br><b>-Schools Closed and Administrative Offices Closed</b>   |
| <b>October 13-15, 2021</b>         | <b>Interim Reports</b>   |
| <b>November 2, 2021</b>            | <b>Election Day</b><br><b>- Schools Closed for Staff &amp; Students</b>                    |
| <b>November 11, 2021</b>           | <b>Veterans' Day</b><br><b>- Schools Closed and Administrative Offices Closed</b>          |
| <b>November 16, 2021</b>           | <b>Term 1 Ends</b><br><b>-Grades Due</b>   |
| <b>November 22 - 24, 2021</b>      | <b>Report card conferences</b><br><b>-3 Hour Early Dismissal</b>                           |
| <b>November 25 -26, 2021</b>       | <b>Thanksgiving Holiday</b><br><b>-Schools Closed and Administrative Offices Closed</b>    |
| <b>December 15 - 17, 2021</b>      | <b>Interim Reports</b>   |
| <b>December 24, 2021</b>           | <b>Winter Recess</b><br><b>-Schools Closed and Administrative Offices Closed</b>           |
| <b>December 27 - 30, 2021</b>      | <b>Winter Recess</b><br><b>-Schools Closed</b>   |

|                           |  |
|---------------------------|--|
| December 31, 2021         | <b>New Year's Day (Observed)</b><br><b>-Schools Closed and Administrative Offices Closed</b> |
| January 3, 2022           | <b>Full Day Professional Development</b><br><b>-Schools Closed for Students</b>              |
| January 17, 2022          | <b>Dr. Martin Luther King Day</b><br><b>-Schools Closed and Administrative Office Closed</b> |
| January 25, 2022          | <b>Term 2 Ends</b><br><b>-Grades Due</b>   |
| February 1, 2022          | <b>Lunar New Year</b><br><b>-Schools Closed and Administrative Office Closed</b>             |
| February 2 - 4, 2022      | <b>Report Card Conferences</b><br><b>-3 Hour Early Dismissal</b>                             |
| February 21, 2022         | <b>President's Day</b><br><b>-Schools Closed and Administrative Offices Closed</b>           |
| February 23-25, 2022      | <b>Interim Reports</b>   |
| March 24, 2022            | <b>Term 3 Ends</b><br><b>-Grades Due</b>   |
| March 30 - April 1, 2022  | <b>Report Card Conferences</b><br><b>-3 Hour Early Dismissal</b>                             |
| April 11 - April 14, 2022 | <b>Spring Recess</b><br><b>-Schools Closed</b>   |
| April 15, 2022            | <b>Good Friday</b><br><b>-Schools Closed and Administrative Offices Closed</b>               |
| April 27 - April 29, 2022 | <b>Interim Reports</b>   |
| May 3, 2022               | <b>Eid-al-Fitr</b><br><b>-Schools Closed</b>   |
| May 17, 2022              | <b>Election Day (tentative)</b><br><b>-Schools Closed for Staff &amp; Students</b>           |
| May 30, 2022              | <b>Memorial Day</b><br><b>-Schools Closed and Administrative Offices Closed</b>              |
| June 10 - 14, 2022        | <b>Graduation Window</b>   |
| June 14, 2022             | <b>Last Day for Students/ Term 4 Ends</b>  |
| June 15, 2022             | <b>Last Day for Staff/Full Day Professional Development</b>                                  |
| June 20, 2022             | <b>Juneteenth (observed)</b><br><b>-Schools Closed and Administrative Offices Closed</b>     |

## **LEARNING TIPS for SUCCESS**

### **Students**

- Be Ready
  - Come to school on time, every day.
  - Have all your school supplies with you.
  - Listen to staff for instructions.
  - Follow directions the first time.
- Be Responsible
  - Stay focused on the lesson/topic.
  - Follow directions & complete assignments to the best of your ability.
  - Actively participate in lessons & discussions.
  - Ask questions if you need help.
- Be Respectful
  - Listen to your teacher & classmates when they are speaking.
  - Raise your hand to speak.
  - Speak clearly & use appropriate language.
  - Use indoor voices.

### **Parents and Families**

- After school:
  - Have your child complete assignments and ensure that they are turned in.
  - If you or your child have questions about the work, contact your teacher
  - Charge your devices overnight to be ready for the next day.

# Important Covid Safety Links

Please click the links below for information from the School District of Philadelphia.

## General Health and Hygiene Protocols

The District has established the following guiding general health and hygiene principles for all spaces.

[General Health and Hygiene Protocol for 2021-2022 School Year .docx](#)

## Visitors

Our students, employees, and visitors deserve a safe learning and work environment. In order to lower the likelihood of exposure to COVID-19; ensure the proper level of safety within our schools and facilities; and best regulate and monitor the flow of guests, the District is implementing the following interim visitor protocols during the COVID-19 pandemic. We know that this protocol is stringent, but it is developed to ensure the safety of our students and staff remain our priority. These restrictions are based on the most current recommendations from the Center for Disease Control and Prevention (CDC), the Philadelphia Department of Public Health (PDPH), the Pennsylvania Department of Education (PDE), and other regulatory agencies. Non-essential visitors and volunteers will be restricted. Visitors who are deemed necessary to be at a District site will need to complete the same Pre-Entry Screening Form as District employees.

[Visitor Protocol.docx](#)

## Presumptive and Confirmed COVID-19 Case Protocol for the 2021-2022 School Year

*(Updated August 2021)*

The District, in consultation with the Philadelphia Department of Public Health (PDPH), has established protocols to respond to suspected and confirmed positive cases of COVID-19 to maintain the health and safety of the school community.

All staff and parents/guardians of students are required to notify the appropriate District designee (as outlined in the Pre-screening/Symptom Monitoring/Mandatory Reporting section below) immediately if a school employee or student experiences symptoms of COVID-19, has a positive COVID-19 test, or has been exposed to an individual with a confirmed COVID-19 diagnosis.

## GENERAL GUIDANCE

### Personal Illness

All individuals who are sick are expected to stay home, and any student, staff member, or approved visitor who becomes sick while in a District building will be sent home immediately.

### Symptoms Suggestive of COVID-19 Illness



- Fever of 100.4°F or greater
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Fatigue
- Nausea or vomiting
- Diarrhea
- New or persistent cough
- New loss of taste or smell
- Shortness of breath or difficulty breathing

### **Parents/Students**

All parents/guardians will be required to conduct a daily Pre-Arrival Screening of their children at home, before their children leave for school, which involves taking temperatures daily and monitoring for symptoms of COVID-19 listed above. If *any* of the symptoms are present, the parent/guardian must keep the student at home and contact the school nurse for further instructions.

### **EMPLOYEES AND STUDENTS WHO ARE CLOSE CONTACTS OF A POSITIVE CASE OF COVID-19**

- If you are identified as a close contact of a positive case of COVID-19, you will be contacted directly by Student Health Services and/or Employee Health Services, and may additionally be contacted by PDPH, with important information concerning the need to quarantine. Close contact is defined as being within six feet of the person for more than 15 minutes within a 48-hour period. An employee or student who is identified as a close contact with a positive case of COVID-19 must quarantine at home for 10 days. However, you may end quarantine after Day 7 and return to work or school on Day 8 if you remain asymptomatic and receive a negative COVID-19 test between Day 5 and 7. After ending quarantine, you must continue to monitor symptoms until 14 days after initial exposure. If at any point during this interval you develop symptoms of COVID-19, you should self isolate and pursue testing.
- If you are not identified as a close contact, you do not need to quarantine and should report to work or school.

### **COVID-19 EXPOSURE NOTIFICATION**

Should a positive COVID-19 case occur at a school or in an office building, consistent with both notification requirements for other communicable diseases and legal confidentiality, the District will follow PDPH regulations for exposure to a communicable disease; the school nurse, the Office of Student Health Services, or the Office of Employee Health Services will notify the PDPH. All District students, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by administration, in consultation with the school nurse (for students) and Employee Health Services (for staff), by phone with follow-up written correspondence which will include:

- If known, date of potential exposure
- Information on self monitoring for symptoms, and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
- Local testing site information to schedule an appointment for testing

## **STUDENT WHO DEVELOPS SYMPTOMS WHILE AT SCHOOL**

If a student develops symptoms of a COVID-19 illness while at school the following will occur:

### **Protocol for Sending a Student to the Healthroom from a Classroom**

#### **Teacher's Role**

- Teacher will call the Health Room prior to sending the student and notify the nurse of the reason for the visit.
- Teacher will assign an adult to accompany the student to the Healthroom if age warrants accompaniment. Adult will present student to nurse and leave the healthroom.

#### **Nurse's Role**

- Based on the teacher's description, the nurse will determine the area of treatment: Healthroom or Medical Waiting Room.
- Students will be assessed in the Medical Waiting Room if they exhibit symptoms of COVID-19 illness
- Nurse will perform prompt and appropriate assessment and documentation as per protocol.
- If student meets the criteria for COVID-19 testing as per protocol, and the student's family has consented to COVID-19 testing, the nurse will administer BinaxNOW test adhering to training provided by CHOP/SHS.
- If a student tests positive,
  - School nurse will place student in Medical Waiting Room if testing performed elsewhere.
  - School nurse will notify the building administrator and Student Health Services.
  - School nurse will notify [covid.schools@phila.gov](mailto:covid.schools@phila.gov) via email and cc nurse coordinator at [studenthealth@philasd.org](mailto:studenthealth@philasd.org).
  - Letters will be distributed by school administration to school staff and families as per PDPH guidance.
  - The positive student will not be allowed to ride District transportation home; they must be picked up by the parent or guardian.
- If a student tests negative:
  - School nurse will notify parent/guardian to pick up student.
  - Student will be escorted to designated entrance to meet parent/guardian.
- Parents/guardians will be given instructions for further care dependent on the results of COVID-19 testing.

## **STUDENT WHO TESTS POSITIVE FOR COVID-19 OUTSIDE OF SCHOOL**

When a student tests positive for COVID-19, the parent/guardian must:

- Notify the school nurse.
- Adhere to the Return to School Guidelines below.

Student Health Services will:

- Notify PDPH and provide the following information: student's name, date of birth, contact information, the date the student became symptomatic, date of testing, most recent date at school, and school location.
- Collaborate with PDPH to identify all students, teachers and other contacts who spent more than 15 minutes within 6 feet of the infected student within a 48- hour period before onset of

symptoms and report the information to Student Health Services. PDPH will assist in determining which individuals identified should quarantine at home. Anyone who develops symptoms during that time should contact their healthcare provider to request testing.

- Notify the Office of Facilities to initiate cleaning protocols as per department guidelines.

## RETURN TO SCHOOL GUIDELINES

When tested and determined to be **COVID-19 positive**, the student will remain home until all of the following are true:

- at least 10 days since the onset of symptoms, AND
- 24 hours fever-free without use of fever reducing medication (Tylenol, Motrin, etc.), AND
- symptoms are improving.

Note: *The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to school.*

When symptomatic, tested, and determined to be **COVID-19 negative**, the student will remain home until:

- Receiving and presenting a negative PCR test available at any of the [Stationary Sites](#) or from another entity.
- The student meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR
- A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school.

When symptomatic but **COVID-19 testing was not completed**, the students will remain home until all of the following are true:

- at least 10 days since the onset of symptoms, AND
- 24 hours fever-free without use of fever reducing medication (Tylenol, Motrin, etc.), AND
- symptoms are improving;  
OR
- A clinician has evaluated the student and documented an alternative diagnosis and that the student may return to school sooner than 10 days.

## COVID-19 TESTING

If you require testing for COVID-19, call your healthcare provider. If you do not have a healthcare provider, the District offers symptomatic testing for students and staff at mobile site locations Monday-Friday 9 AM to 6PM. In addition, you can visit the City's map of testing sites to find a location that will not require an order from a healthcare provider at the following link:

<https://www.phila.gov/covid-testing-sites/#/> or, if you have Keystone HMO or Personal Choice PPO through the District, please refer to this list of [participating COVID-19 testing locations](#).

## CONTACT TRACING

Contact tracing is a key strategy used by health departments to prevent the further spread of infectious diseases. It involves identifying people who have the virus, determining who they have been in contact with, and notifying the contacts for further recommendations concerning potential quarantining to interrupt disease transmission. When notified of a staff member, student, or approved visitor with a confirmed case of COVID-19, the District, through the Office of Employee Health

Services (for staff) and the Office of Student Health Services (for students), will coordinate with PDPH on COVID-19 reporting and response efforts.

## **SCHOOL CLOSURE AND SCHOOL DISMISSAL**

Guidance regarding the closure or dismissal of a classroom, school, and/or other District facility due to COVID-19 will be provided by PDPH. The decision to close or dismiss students and/or staff from any District facility does not rest with the District. PDPH will work closely with the District's appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety, and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.

## **Student Mask Protocol for 2021-2022 School Year**

*(Updated August 2021)*

When worn properly, wearing a mask helps reduce the spread of COVID-19 by reducing droplet transmission between people. Face masks do not replace the need to maintain social distancing and frequent hand washing as mitigation strategies against COVID-19.

In accordance with Centers for Disease Control and Prevention (CDC) guidelines and the Philadelphia Department of Public Health (PDPH), all School District of Philadelphia students must wear a face mask that covers the mouth and nose at all times while in an indoor space.

### **APPROVED FACE MASKS**

A mask is defined as a covering of the nose *and* mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made; sewn by hand or machine; or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in District facilities and are not acceptable substitutes for the types of face coverings approved for use on District premises.





Individuals who are communicating, or seeking to communicate with, someone who is hearing impaired, or who has another disability, where the ability for the student to see the mouth is essential to communication, may wear a face shield instead of a mask. The student should maintain a mask during this interaction when feasible.

Please follow the guidance below for applying, removing, and cleaning the types of masks approved for wear by District students. Hand hygiene should be performed before and after applying and removing a mask.

Masks containing valves are not an acceptable covering in District buildings. Gaiters are also not an approved face mask in District buildings.

### **GENERAL GUIDANCE**

- Students may wear personal, clean, well-maintained masks appropriate for the school environment that meet one of the approved face masks types identified in the chart below.
- Students must wear a face mask at all times in hallways, classrooms, indoor public spaces, and other common indoor areas across District spaces.
- Students should remain mindful not to unnecessarily touch masks except for removal for meals and breaks.
- Masks should not be worn during water play activities that could get masks wet whether indoors or outdoors. Because masks should not be worn at these times, students should maintain appropriate physical distance.
- Students are not required to wear face masks while participating in outdoor activities if a minimum of three feet of social distancing is maintained.
- Disposable surgical masks will be available for students whose mask becomes damaged or lost or forgotten.
- Students may remove face masks indoors when eating or drinking if seated three feet away from others.
- When masks are removed, they must be placed below the chin, in a pocket, or on the lap. Masks should not be placed on tabletops or other communal surfaces.

| Type and Intended Use of Approved Masks |  |   |  |  |
|---|--|---|--|--|
| Approved Masks                          | <b>Disposable Surgical Mask</b><br>   | <b>Cloth Mask</b><br>  | <b>Face Shields (not to be used in lieu of approved masks)</b><br>  | <b>KN95, N95 or other filtered masks (non-vented)</b><br> |
| Mask Application                        | Hook loops snugly around ears or behind head. Ensure that mask covers nose and mouth at all times and is secured under the chin.                                       | Secure ties to head or hook loops snugly around ears. Ensure that mask covers nose and mouth at all times and is secured under the chin.  | Bending forward, hold face shield with both hands, expand the elastic with thumbs and place the elastic behind head, so that the foam rests on forehead. Ensure the shield covers the front and sides of the face and no areas are left uncovered. | Hook loops snugly around ears or behind head. Ensure that mask covers nose and mouth at all times and is secured under the chin.             |
| Mask Removal                            | Unhook from ears and pull away from face without touching the inside of the mask. Fold so the inner part of the mask faces inward. Dispose immediately into trash can. | Untie or unhook from ears and pull away from face without touching the inside of the mask. Fold so the inner part of the mask faces inward.   | Remove and pull up and away from face without touching the front of the mask. Check for cracks in the mask and discard if cracked or damaged.  | Unhook from ears and pull away from face without touching the inside of the mask.  |
| Mask Cleaning                           | Dispose immediately into trash can.  | Wash after daily use in washing machine with other laundry OR by hand soaking in a solution of 1/3rd cup of household bleach per gallon of room temperature water. Rinse clear. Place in the dryer or hang dry. | Carefully wipe the inside, followed by the outside of the face shield with a disinfectant wipe.  | Dispose of into trashcan when soiled.  |

### **Accommodations for Students Who Are Unable to Wear a Mask Due to Medical Conditions or Other Reasons**

Any student who cannot wear a mask or face shield due to 1) a medical condition, 2) mental health condition, 3) disability, or 4) inability to remove a mask without assistance are not required to wear face coverings.

Students with the following conditions are eligible to use a face shield in place of a mask. This list is not exhaustive. Additional requests will be considered on an individual basis.

- Tracheostomies
- Neuromuscular and other conditions that limit the ability to self-remove a mask
- Autism
- Hearing Impairment
- Chronological young age
- Developmental young age
- Cognitive impairment

For any student with a disability that cannot wear a mask, the school IEP/504 teams should be contacted to assist with accommodations around mitigation efforts.

[Click here to access the Student Testing Consent Form.](#)

[Refusal to Wear a Mask Protocol and Sample Letter to Parents Students Who Refuse to Wear a Mask August 2021](#)

# CHROMEBOOKS

The School District of Philadelphia will loan a Chromebook to every District K-12 student who needs one. The loaner program is free however all devices must be returned once schools reopen. **Students will be expected to bring their District-issued Chromebooks on the first day of school, so it's important that they check their computers beforehand, to make sure they are working as needed.** If they are not, we want families and students to beat the rush and stop by one of the District's three Parent and Family Tech Support Centers, which operate Monday, Tuesday, Thursday and Friday from 9 a.m. to 3 p.m. and on Wednesdays from 9 a.m. to 5 p.m.

[Click here for more information on SDP Chromebook Policies.](#)

## EMERGENCY CONTACT CARDS

One of the most essential and important items collected by our school is the Emergency Contact Form. This form will be sent home in the beginning of the year and we ask that the form be completed as accurately as possible with names, addresses and valid telephone numbers for all contacts. Please be sure that whoever is listed knows that you have listed them. Parents are also requested to list work phone numbers where they can be reached during the day.

Emergency contact forms will be updated three times a year at report card conferences. In the event that any of the information supplied on the Emergency Contact Form changes, notify the office immediately.



## ATTENDANCE AND

## LATENESS PROCEDURES

The School District of Philadelphia requires all students to attend school daily in accordance with the compulsory attendance laws of the Commonwealth of Pennsylvania. Punctuality and regular attendance are two of the basic principles of good work habits. Students at John H. Webster begin school at 7:30 am and dismiss at 2:09 pm (4th and 5th gr dismiss at 2:00). On half days all students dismiss at 11:00 am.

We request that students be kept home only when it is necessary for medical reasons. Parents/Caregivers should make every effort to have children in school and on time everyday for the full day. The educational program offered by John H. Webster Elementary School is based upon the presence of the student and requires continuity and classroom participation. Children cannot learn if they are not in school. When your child is absent, you must provide the teacher with an absent note signed by the parent/caregiver. The note should include the dates and a valid reason for the absence.



## The following are the **ONLY** absences that are considered excused:

- Student illness or injury
- Quarantine
- Recovery from an accident
- Attendance required in a court of law
- Death in the immediate family including, but not necessarily limited to, parents, siblings, grandparents or other family members living in the household
- Religious holidays, if the religious tenets to which the student and/or his/her family adhere require observance of the holiday. In addition, upon receiving a written request from parent/guardian, a student shall be excused from school in order to attend classes for religious instruction under §1546 of the Public School Code of 1949 (24 P.S. §15-1546)

### **PLEASE NOTE THAT EVEN EXCUSED ABSENCES ARE STILL COUNTED AS DAYS MISSED.**

Please note the following possible consequences for unexcused extended absences:

- Student(s) may be dropped from the roll and have to be re-registered. The parent or guardian will be required to provide the school with current proof of address.
- Referral may be made for truancy court. The school district modified its attendance policies and now keeps track of half day absences. If your child arrives to school after 9:00 am or has an early dismissal prior to 1:00pm, he/she will be marked as a half-day absent. Frequent half day absences can greatly impact your child's attendance and their learning.

### **Requests for Family Vacations**

In order to promote a consistent educational process throughout the school year, parents/guardians should **not** schedule family vacations during the school year. If a child is absent because of a family vacation, the absence will be counted as an unexcused absence. Any student absent more than 5 days may be dropped from roll and the parent will need to provide proof of address and re-enroll the student upon returning. **Any child absent for an extended period of time before/after the winter recess will automatically be dropped from the school roll. Parents will need to readmit students upon return.** For a complete list of the truancy policy, please visit:  
<http://webgui.phila.k12.pa.us/offices/a/attendance--truancy>

**Lateness** The School District of Philadelphia believes that arriving on time for school establishes a pattern that students will carry with them throughout their educational career and beyond. Children are expected to be in their assigned locations at 7:30 am. **Any student**

**who is not at his/her appointed location will be considered late.** Please note that truancy court considers lateness in the same manner as an absence. Any student with excessive absences or latenesses will receive a legal notice and be referred to truancy court.

## EARLY DISMISSALS

It is imperative that your child remains at school the entire day. Medical appointments should be scheduled after school and/or during school closures. For the safety and security of your child,

**no child will be dismissed to anyone not listed on the emergency contact card or without proper picture identification. If someone other than the child's parent/guardian is picking up the child for**

**an early dismissal, parent/guardian must obtain prior approval for this arrangement.** If an emergency arises and your child needs to be dismissed early, parents must do the following:

- Send a note in with your child at least twenty-four hours in advance.
- Report to the main office to sign your child out of school with proper identification.
- Report to the office to sign your child back into school (if returning from an appointment).



## EMERGENCY SCHOOL CLOSING

When school is closed due to extreme weather conditions, an announcement will be made over the radio and television stations early in the morning. Please listen to KYW News Radio, NBC Channel 10, CBS

Channel 3, and WPVI Channel 6 for the latest information on school closings. The announcement will state, "**ALL PHILADELPHIA PUBLIC SCHOOLS ARE CLOSED.**" **If you do not hear this announcement, schools are open. PLEASE DO NOT CALL THE SCHOOL.** When it is necessary to close school during the school day, television and radio stations will also make announcements indicating what time the schools will close. Please do not come to school to pick up your child earlier; the office staff and all essential personnel will be assisting students to make contact with parents.

# SCHOOL UNIFORMS



Students are expected to adhere to the Uniform Policy. The purpose of the uniform is to create a positive learning environment. All parts of the uniform must be clean, pressed, and in good condition. Uniforms must be worn to school and students must leave school in uniform – this includes shoes. John H. Webster Elementary students must adhere to the uniform policy that requires the following standards:

- Navy Blue or Light Blue Collared Shirts
- Any style bottoms but NO JEANS ARE ALLOWED.
- NO OPEN TOE SHOES ARE ALLOWED (FLIP FLOPS OR SANDALS)

## Sweaters and Sweatshirts

Parents may provide students with a **navy blue sweater or sweatshirt** to be worn if they get cold in the classroom.

**Hoods and ball caps are not to be worn during the school day. Failure to follow this policy may result in disciplinary action.**

A phone call will be made to parents when a child is out of uniform. Students who persistently fail to comply with the school's uniform policy may be subject to disciplinary action.

# PARKING

Parking is not permitted around the school building at any time. This is a fire regulation and prohibits safe passage to and from school for our students. Parking is available on Braddock Street and Ontario Street when necessary. **The side gates will be closed during morning admittance as well as dismissal time and no cars are permitted to enter the parking lot.** No car should be parked or left unattended for any reason. Cars parked illegally, including in the fire zones or handicapped parking spaces, will be ticketed.

# BREAKFAST/LUNCH PROGRAMS



Research indicates that children who begin their day with a healthy breakfast have greater academic success. For that reason, we offer breakfast and lunch daily to all of our students. Students may bring their

own lunch if they would like but glass bottles and carbonated sodas are prohibited.

## USE OF THE OFFICE TELEPHONE

**Students are not permitted to use the office phones unless it is an extreme emergency.**

Students will not be permitted to call parents on a daily basis or call home during inclement weather (rain or snow). Students will not be interrupted from their classrooms to receive telephone calls. Messages will be given in emergency situations only. Our office staff is very busy and is not expected to take messages for students, unless it is an emergency. Please make all arrangements with your child before school starts.



## CELL PHONES/PERSONAL PROPERTY

The School District prohibits students from using personal cell phones on school grounds during school hours. Any student using a cell phone, iPod, iPad, camera, or any other electronic device during school hours will have it confiscated. The device will be returned to a parent for the first offense. On the second offense the item will be taken and not returned until the last day of school. John H. Webster Elementary School will not assume responsibility for the loss or theft of any cell phone or iPod devices. The principal has the authority to address issues that are disruptive to the academic environment that may arise from the improper use of telecommunication devices.

Toys and personal items such as gaming devices etc. are not permitted in school. If brought to school they will be confiscated. Students are also responsible for all items in their book bags. Please instruct children not to place items in their book bags that do not belong to them. John H. Webster Elementary School will not be responsible for the loss or theft of any personal items that are confiscated by school personnel. A copy of the complete policy can be found on [www.philasd.org](http://www.philasd.org).

## HOMework

Homework is a vital part of the teaching and learning process. Parents should expect students in all grades to have homework four to five times a week. Not all homework will be written assignments. Teachers assign students to read books, study notes, memorize a poem or prepare for an oral assignment. While students assume the major responsibility for completing homework assignments, parents should also take an active interest and monitor children's progress and check to see that homework is completed each night.

**The Role of the Student – The student has the responsibility to:**

1. Be responsible for having a copy of the assignments and making sure assignments are clearly understood.
2. Take home necessary texts and materials.
3. Complete assignments neatly and on time.
4. Note any questions about homework to be asked in the next class.
5. Return assignments and books to school when due.



**The Role of the Parent – The school encourages the parents to:**

1. Provide a quiet place for the student to study.
2. Encourage the student to study at a regular time in the afternoon and/or evening.
3. Check the student's assignments each evening and sign, if needed.
4. Encourage independence in completion of the assignments.
5. Review and sign tests, where applicable.

## **MAKE-UP WORK POLICY**

Students are required and expected to make up assignments, assessments, and projects missed when absent or otherwise not in school. Students have a number of days equal to the number of days absent to complete the missed assignments, assessments, and/or projects. If a student has been absent for an extended period, s/he should request the assistance of his/her teacher in creating a schedule to complete the missed work.

## **NURSE AND MEDICATIONS**

The nurse is available daily for all students and parents. Health room hours have been established by the nurse to cut down on interruptions in the classroom and to allow the nurse sufficient time to provide ongoing medical monitoring of students. School Health Services personnel will perform/conduct vision screenings on all children every other year, growth screenings every other year and hearing screenings in kindergarten and grades 1, 2, and 3.

Medications are given in school ONLY after completion of medical forms by a health care provider and approved by School District Health Services. This form must be filled out and signed by the child's doctor and parent. All



medications and prescriptions are to be brought in their original bottles to the nurse and kept in the health office. Over-the-counter drugs-including cough medicine, aspirin, etc. must also be accompanied by a doctor's note. When the school nurse is not in school, the Principal or designee may administer medication under the guidelines established by the Pennsylvania Health Services Commission. If your child is on long-term medication or there are any medical problems, please contact the nurse. Students are not permitted to bring any form of medication to school. Students are not permitted to self-administer any medicines including inhalers.

All students must be properly immunized against communicable diseases. The nurse will contact parents if students need to update required shots. Students will not be permitted to return to school until they have been properly immunized.

If a student has an injury or illness at home, it is the parents' responsibility to take the student to the doctor. Please do not send students to school with injuries that happened at home or if a student is sick and has a fever. Students should be free of a fever for 24 hours prior to returning to school. If a child becomes ill during the school day, s/he will be given immediate attention. You will be called if your child is too ill to return to class.

Please advise your child that she/he cannot personally call home if they feel ill but must go to the nurse's office.

## DISCIPLINE/CODE OF STUDENT CONDUCT

In order to maintain a safe and orderly learning environment, we expect appropriate behavior from our students. John H. Webster Elementary School follows the School District of Philadelphia Code of Student Conduct. Each student is responsible for his/her own actions. To facilitate an educational atmosphere that is safe for all members of the community, John H. Webster Elementary School has developed and maintains a positive school culture through following a School Wide Behavior plan, where **all students are expected to follow the “Webster 3Rs” (Be Respectful, Be Responsible, Be Ready.)** Our teachers and staff will review the expectations for all the students in the various school settings. The students will review the proper behavior and consequences for inappropriate behavior. The expectation is for all of our students to understand and follow the school-wide rules and Code of Conduct.

Fighting is unacceptable behavior and will not be tolerated. If a student is involved in a fight, disciplinary measures, including suspension, will be taken and a parent meeting will be scheduled.

Many disciplinary problems may be resolved by meeting with the teacher, a phone call to the parent or a time out. When a conflict arises, students are expected to seek alternatives for resolution. By seeking help, the student removes himself from possible danger and he/she does not use “self defense” as an excuse to participate in a fight.

**Be Respectful**

**Be Responsible**

**Be Ready**

**The School District of Philadelphia**  
**2021-2022 Code of Student Conduct**  
*(For the full document, please visit [www.philasd.org/studentrights](http://www.philasd.org/studentrights))*

## **Student and Parent/Guardian Rights**

### **Parent/Guardian Appeals**

The Office of Student Rights and Responsibilities is responsible for reviewing decisions made by school and/or central office staff to determine if the decision was made in accordance with school district policies, procedures, and protocols. The following decisions can be appealed:

1. Disciplinary transfers- transfers made pursuant to a disciplinary hearing
2. Neighborhood school transfers- transfers to a neighborhood school at the end of a school year for reporting inaccurate residency information to the school, moving out of the neighborhood catchment, or gaining admission to a school without an approved transfer through a district approved process or procedure
3. School selection- assignments made after the parent completed the school selection process
4. Homelessness designation- decisions regarding whether a student is experiencing homelessness (“McKinney-Vento eligible”). This dispute centers on whether a student lacks a permanent adequate nighttime residence. A student is considered to be experiencing homelessness throughout the pendency of any dispute, including any appeal to the state or court determination.
5. Students must be allowed to attend the school they are enrolled in during the pendency of any dispute. There are two kinds of challenges:
  - a. School Stability: a student experiencing homelessness has a right to stay in a school the student previously attended (school of origin) even though the student has moved to a new address.
  - b. Immediate Enrollment: a student experiencing homelessness has a right to immediately enroll in a new school where the student has a substantial connection when remaining in a prior school is not in the student’s best interest.
6. Parental exclusion letters- guardians/parents are banned from a school building without an appointment banned from a school building, for a specified amount of time, without an appointment, as a result of threatening or unsafe behavior. Warning letters should be issued to guardians/parents if at all possible.
7. Bullying/harassment findings- after the school administrator investigates an allegation of bullying or harassment, the parent can appeal the findings of that investigation.
8. Interim assignment - temporary assignments to Camelot Academy due to an assessment that a student poses a threat to the school community, with a hearing to follow as soon as possible.

For instructions on submitting an appeal, parents should refer to the Procedures for Appeal Process on the school district website:

<https://www.philasd.org/studentrights/>

### **Request for Special Education Evaluation**

A school professional may recommend that a child be evaluated to determine if the student has a disability. Parents/Guardians may also contact the child’s teacher or another school administrator to request an evaluation. This request may be verbal, but it’s best to put it in writing. Once the written or verbal request is made, within 10 days the school will either issue a “permission to evaluate” (PTE) or a Notice of Recommended Educational Placement (NOREP) to explain, in writing, why the evaluation request is denied. For questions, please contact the special education compliance monitor (formerly called the “special education liaison”) assigned to your student’s school.

### **Request for 504 Service Plan**

A Parent/Guardian can request for their student to have a 504 service plan. The request should be made in writing and the parent/guardian should include any relevant medical records along with specific services or accommodations the parent/guardian believes the student needs and/or the modifications the parent would like the school district to make if the parent/guardian is requesting a modification. These requests can be provided to the student’s teacher, the counselor, or another school administrator.

### **Request for Language Access**

Parents/Guardians have the right to communications and information from the District and the student’s school in their preferred language. If parents/guardians speak and/or write a language other than English, an interpreter must be provided for calls and meetings with school staff, and written communications from the school must be translated into their preferred language. Teachers and school staff should use multiple resources to provide language access, such as Language Line, bi-lingual counseling assistants, and translation request forms to engage with the District’s English learners and multilingual parents/guardians. Schools must record a parent/guardian’s preferred language and provide parents/guardians information about their rights to language services and how to access resources in their preferred languages. Parents can request a call-back from an interpreter here:

<https://www.philasd.org/face/gethelp/#mult>

### **Victim Services**

If a student is the victim of a school related incident, victim services can be sought by contacting the Pennsylvania Office of Safe Schools Advocate at phone number 215-656-5381, e-mail [Ra-OSSAPhiladelphia@pa.gov](mailto:Ra-OSSAPhiladelphia@pa.gov) or website – <http://www.phillyossa.com>.

If a student is a victim of a school related incident the school should create and institute a safety plan for that student, if appropriate

### **Students Experiencing Homelessness**

The School District of Philadelphia considers students who lack a fixed, regular, and adequate nighttime residence, as experiencing homelessness. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping



accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; refugee or migratory children because they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above. Children and youth who meet the criteria of being homeless, even if unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies.

- These children and youth may enroll in:
- The school the student attended when permanently housed (school of origin).
- The school in which the student was last enrolled (school of origin).
- Any school that non-homeless students who live in the catchment area in which the child or youth experiencing homelessness is actually living are eligible to attend (new neighborhood school).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent appointed by the District within 30 days if the youth has no one to serve in this role.

For more information, contact Education for Children and Youth Experiencing Homelessness (ECYEH), Phone: 215-400-4830 option 4 Email: [ecveh@philasd.org](mailto:ecveh@philasd.org)

### **Student Discipline**

Students receiving disciplinary action can expect that school officials will:

- a) Give the student an opportunity to respond to allegation(s) explaining their version of events and to present relevant additional information.
- b) Permit the student to choose not to provide a statement.
- c) Discuss student's problem behavior and ways to correct it.
- d) Inform the student of the corrective action and/or next steps to be taken.
- e) Document the problematic behavior and intervention and document agreements reached in the conference. All documents should be in the student's and guardian/parent preferred language.

### **Students in Foster Care**

A child in foster care will remain in their school of origin (the school where the child was enrolled at the time of placement), unless a determination is made that it is not in their best interest to attend that school. If a student in foster care has experienced a change in placement, a Best Interest Determination meeting will be held to determine if the student should remain in the school of origin or if they should transition to a new school. Foster parents and/or foster care workers should not make any changes to enrollment for students who are in foster care without a Best Interest Determination meeting being held first. Please contact the Office of Student Rights and Responsibilities for additional information.

### **Transgender and Gender Non-Conforming Students**

Transgender and gender non-conforming students are afforded certain rights under School Board Policy 252, which are:

1. The right to privacy, and this includes the right to keep one's transgender identity private at school.
2. School personnel should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure.
3. Students have the right to be referred to by their chosen name and pronouns.
4. The right to be included in the group that corresponds to their gender identity.
5. The right to have access to the restroom or locker room that corresponds to their gender identity.

### **School Police Complaint Process**

This procedure is intended to ensure that all students and parents/guardians have a process to submit complaints pertaining to the conduct of School Safety Officers (SSO) and that the complaint process is accessible to all, regardless of race, ethnicity, age, gender, sexual orientation, or disability status.

The complaint process shall be used by any student or parent/guardian of the School District of Philadelphia to report an incident that pertains to the conduct of a SPO. It may be used to document information regarding SPO misconduct. In order for timely review of the facts, including interviewing witnesses, the complaint should be filed as soon as possible. Students may file a SPO complaint via the School District of Philadelphia's website at:

<https://www.philasd.org/studentrights/school-police-officer-student-complaint>

### **The Office of Family and Community Engagement**

The Office of Family and Community Engagement (FACE) offers a wide array of programs and services for families, students and community members.

FACE answers inquiries both over the phone and in person. They have staff ready to help in a variety of locations and in a variety of languages.

FACE Liaisons generally help facilitate the resolution of family concerns by supporting families in connecting them to the appropriate people and resources to address their needs. If any parent/guardian would like to speak to one of their team members, Family Engagement Liaisons are available to speak with you at your child's school or you can stop by the Parent and Family Resource Center at the School District of Philadelphia's Administration Building. For additional information and support requests, please visit the FACE website: [www.philasd.org/FACE](http://www.philasd.org/FACE) or reach out in person via the Parent and Family Resource Center (PFRC) or by phone via the Call Center 215-400-4000.

## **Bullying, Harassment and Discrimination**

### **SAFE 2 SAY SOMETHING**

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies. If it makes you uncomfortable, submit a tip. It will be up to your school to determine what the next steps are.

Tips can be submitted online at [www.safe2saypa.org](http://www.safe2saypa.org) or by phone at 1-844-SAF2SAY (723- 2729).

### **Bullying**

The School District recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The District also recognizes that bullying creates an atmosphere of fear and intimidation, and detracts from a safe environment.

The District defines bullying as an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student’s education;
2. Creating a threatening school environment; or
3. Substantially disrupting the orderly operation of the school.

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

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly over time.
3. It occurs between people where there is an imbalance of power (e.g. physical strength, mental capacity, popularity, or social skills).

### **Harassment**

It is the District’s policy to maintain an educational environment in which harassment including sexual harassment, sexual assault and sexual violence in any form is not tolerated.

The District defines harassment as verbal, nonverbal, written, graphic or physical conduct relating to an individual’s sex, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin/ethnicity, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

In line with Federal regulations (Title IX), the District defines sexual harassment as any instance of quid pro quo harassment by a school’s employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act)..

Examples of potential Title IX Sexual Harassment violations are:

1. Bullying or Harassment based on sex or gender identity or expression
2. Bullying or Harassment based on Pregnant or Parenting status
3. Bullying or harassment in the form of:
  - a. Comments, threats, gestures, or rumors of a sexual nature
  - b. Sharing/showing images/videos of a sexual nature
  - c. Non-consensual sex acts and sexual violence

Such conduct must have taken place during a District education program or activity and against a person in the United States to qualify as sexual harassment subject to Title IX regulations.

\*NOTE: Not all unwelcome sexual conduct meets the definition of Title IX sexual harassment. Conduct that does not meet this definition might be considered sexual misconduct as defined in the behavior matrix below.

### **Discrimination**

The School District of Philadelphia does not discriminate in employment, education programs, or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity, expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency.

The School District’s policy of non-discrimination extends to all other legally protected classifications as listed below:

Title II of the Americans with Disabilities Act of 1990, as amended (ADA), is a federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures to deaf and hard-of-hearing students, parents, staff, and community members the right of equal access to services and accommodations provided by the School District of Philadelphia through enhanced communications.

Parents/Guardians and Authorized Visitors

Board Policy 904 states that a disabled parent/guardian or authorized visitor to a school event that requires a reasonable accommodation to assist in his/her attendance/participation in the event should contact the event administrative organizer at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the school district.

Requests should be made as early as possible because some accommodations require additional time to prepare/arrange

Title IX

Title IX is a federal law that prohibits sex and gender based discrimination.

Examples of sex based discrimination are

- inequitable funding in athletics
- discrimination against pregnant and parenting students

If you have concerns or questions related to Title IX please contact:

Inquiries related to students: Inquiries related to employees:

Title IX Coordinator Title IX Co-Coordinator

Andrea Prince Ronak Chokshi

440 N. Broad Street, Phila, PA 19130 400 N. Broad Street, Phila, PA 19130 [antiharassment@philasd.org](mailto:antiharassment@philasd.org) [employeerelations@philasd.org](mailto:employeerelations@philasd.org)

Reporting

Any school community member can report bullying, harassment and/or discrimination and all reports will be investigated. There are numerous ways to make a report:

- Completing the online Bullying Harassment and Discrimination reporting form
- Calling the Bullying, Harassment and Discrimination hotline at 215-400-SAFE
- Submitting a complaint via Safe2Say
- Emailing the Compliance Officer/Title IX Coordinator directly at [antiharassment@philasd.org](mailto:antiharassment@philasd.org)
- Reporting the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches, and administrators.

## Discipline

Students who engage in behaviors that endanger school safety or disrupt the educational experience of others may be subject to discipline in accord with the Code of Conduct.

The School District of Philadelphia is committed to achieving educational equity and reducing disproportionality in discipline.

Parents/Guardians who have any questions or concerns related to discipline are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities.

\*Not permitting a child to attend recess or gym is not an appropriate form of discipline and should not be used.

### Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten (10) days.

Suspensions must be preceded by notification to the student and parent/guardian in writing. For the purposes of The School District of Philadelphia's Student Code of Conduct, suspensions comprise three categories: in-school, short-term, and long-term.

#### In-School Suspensions

In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel.

Direct supervision means school personnel are physically in the same location as students under their supervision.

#### Out-of-School Suspensions

Kindergarten, first, and second grade students may NOT be suspended unless their actions result in serious bodily injury. Serious bodily injury is defined as bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or protracted loss or impairment of the function of a body part, organ, or mental faculty. In order to prove serious bodily injury, the school must provide medical documentation to the Office of Student Rights and Responsibilities to determine if it constitutes serious bodily injury. Please consult with the Office of Student Rights and Responsibilities as well as the assigned Assistant Superintendent before issuing any suspension for a student in grades kindergarten, first and second. In lieu of suspension, the student must be referred to the counselor for a meeting to discuss appropriate behavioral or behavioral health interventions and supports.

Short-term Suspension is an exclusion from school and/or any school activity or function for a period of three or fewer school days. Students who are suspended must meet with the principal or designee prior to the suspension. During the conference, the student has the right to the procedures described under Student Conference Procedures outlined in this code of student conduct.

Long-term Suspension is an exclusion from school and/or any school activity or function for a period of four to ten school days. Students who are given a long-term suspension are to participate in a student conference and a parent/guardian conference. Prior approval by the deputy chief of the Office of Student Rights and Responsibilities and/or the assigned Assistant Superintendent is required for all suspensions exceeding three school days.

#### Parent Conference Procedures

At parent conferences, parents/ guardians can expect that school administrators will adhere to the following protocol:

1. Notice of a conference must be provided to the parent/guardian in their preferred language in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means.
2. When a student is suspended, a parent/guardian conference must be held no later than day three of the suspension.
3. At the conference, the parent/guardian or caregiver may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. Interpretation will be provided if requested. (Photographs and video recordings of incidents may be shown to parents/guardians but copies will not be provided.)
4. School administrators will discuss the student's behavior and ways to modify the behavior.
5. School administrators will inform the parent/guardian of any further disciplinary action and provide an overview of the parent/guardian's due process rights regarding the disciplinary action, including the right to view evidence.

6. Schoolwork for students with more than a four (4) day suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.

7. Schools must make every attempt to engage a guardian or parent when the student returns after a suspension. Students may not be kept out of school as a result of the parent or guardian's inability to meet with school staff.

#### **Interim Placements**

Schools may request an interim placement (temporary school assignment) for the limited situations where the school has documentation that a regular education student's continued presence poses a threat to the school community. If an interim assignment is granted by the Office of Student Rights and Responsibilities, a hearing must be held as soon as possible after that assignment. For a special education student, interim assignments will only be granted if the incident involves weapons, drugs, or serious bodily injury.

Note: Please refer to the Discipline for Students with Disabilities section for exceptions and additional information regarding discipline protocols for students with disabilities.

#### **Disciplinary Hearings/Transfers**

Referrals will not be made for disciplinary transfers or expulsion for students in kindergarten through grade 5.

Students in kindergarten through grade 5 who are exhibiting a pattern or disruptive behavior(s) and/ or committing serious violation(s) of the Code of Conduct are referred to the Multi-Tiered Systems of Support (MTSS) process.

## **Discipline for Students with Disabilities**

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

Students Identified as Intellectually Disabled

Students who are identified as intellectually disabled can only be removed (suspension, interim disciplinary placement, or expulsion) from the school building if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or by visiting their website – <http://www.pde.state.pa.us>.

All Other Students Receiving Special Education Services (includes students with a 504 Plan)

The district may suspend students who are receiving special education services and cease educational services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP.

If schools are considering any of the following disciplinary actions for students receiving special education services or students with a 504 service plan, the action steps listed below must be completed:

1. Suspension for a behavior for which the student has received 10 cumulative days of suspension during this school year.
2. Request for a disciplinary hearing and transfer.
3. Referral for expulsion.

Action Steps:

1. Provide written notice to the parent/guardian of the recommended disciplinary action and provide an invitation to participate in the Manifestation Determination Meeting with the student's IEP team.

a. The purpose of the Manifestation Determination meeting is to answer two questions:

- i. Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?
- ii. Was the conduct a direct result of the school's failure to implement the student's IEP?

b. This meeting should take place within 24 hours of the incident (or within 24 hours of the school becoming aware of the incident).

2. During the Manifestation Determination Meeting, the student's most recent evaluation, IEP and placement will be reviewed as well as the details of the incident which led to the need for discipline.

3. If the behavior IS a manifestation of the student's disability, the proposed disciplinary action may not be implemented. When necessary, the team should review and revise the existing behavior intervention plan or complete a functional behavior assessment and intervention plan to address the specific behavior and include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

4. If the behavior is NOT a manifestation of the disability, school officials may proceed with the recommended disciplinary action in accord with the Code of Conduct.

5. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

6. If the incident involves one of the following special circumstances, an interim placement (an assignment to an alternative educational setting for up to 45 days) can be requested from the Office of Student Rights and Responsibilities. NOTE: An interim placement can be requested regardless of

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whether or not the behavior is considered a manifestation of the student's disability. While assigned to the alternative setting, the IEP team should review and revise the existing behavior intervention plan and the IEP to include services and modifications that will enable the student to return to their educational setting.

\*If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing and the Commonwealth- appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten (10) days.

Special Circumstances:

1. The student carried a dangerous weapon\* to school or a school function.
2. The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function.
3. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

If the behavior is not one of these three special circumstances, is a manifestation of the student's disability and the student is likely to cause injury to themselves or others, a school

administrator can request an expedited hearing conducted by a special education hearing officer to obtain an interim placement for up to 45 days. This request should be made by a school administrator to the Office of General Counsel.

\*NOTE: A "dangerous weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury.

## **Behavior Matrix**

The behavior matrix provides definitions for behaviors that are considered dangerous and/or disruptive to the learning environment. While some definitions contain an example, the definitions are not limited to the example provided. The behavior matrix also provides guidance as to the levels of consequence that school administrators might implement for specific rule violations. This matrix can be found on pages 29-37 of the online version of the Student Code of Conduct.

# TITLE I PROGRAM

## What is Title I?

Title I is the largest federally funded program for private and public schools in the nation. The goal of the program is to provide additional instructional services to students. With these funds the school has the ability to purchase additional personnel and materials that will support our students learning. Many of the consumable books as well as the interventions used by our students are purchased using Title One funds.

Parental Involvement is a component of the program. Title One funds allow Webster School to host workshops throughout the year as well as after school events. These events will be posted in the monthly school calendar or on the website.

## TITLE ONE PARENT COMPACT

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

This school-parent compact is in effect during school year 2021-2022

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### School Responsibilities

John H. Webster Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - ◆ Formal and informal data will be used to drive instruction
  - ◆ State Standards will be used to plan instruction
  - ◆ Necessary materials will be provided to support instruction
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - ◆ November
  - ◆ February
  - ◆ April
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - ◆ Interim reports/progress report mid marking period
  - ◆ Report Cards each marking period (three time per year)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - ◆ Parents will be scheduled meeting time upon request allowing reasonable time for teachers to make the necessary provisions to meet with the parent/guardian.

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

- ◆ Parents may volunteer to assist the teacher as long as the appropriate documentation is provided and kept on record in the office
- ◆ Parents may visit a classroom to observe activities, however, they may not impede instruction.

#### Parent Responsibilities:

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

- ◆ Making sure my child arrives on time and attends school every day
- ◆ Making sure that homework is completed, checked and signed
- ◆ Monitoring and limiting the amount of television my child watches
- ◆ Volunteering in my child's classroom
- ◆ Participating, as appropriate, in decisions relating to my child's education
- ◆ Promoting positive use of my child's extracurricular time
- ◆ Staying informed about my child's education and communicating 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.
- ◆ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Student Responsibilities:

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

- ◆ Do homework every day and ask for help when needed
- ◆ 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

John H. Webster Elementary School will:

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 team 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, John H Webster Elementary 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 that are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. 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.
3. 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 DISTRICT OF PHILADELPHIA**

### **JOHN H. WEBSTER ELEMENTARY 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 John H. Webster Elementary School agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its School District of Philadelphia plan developed under section 1112 of the ESEA.



- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the School District of Philadelphia's plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

[NOTE: The School- wide Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* Regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The John H. Webster Elementary School will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
  - Recruit parents on Back To School Night (September 2021) for parent volunteers
  - Host information meetings throughout the year to keep parents abreast of instructional practices
  - Assure parent participation in School Advisory meetings, School Improvement Plan meetings, budget and leadership meetings.
2. The John H. Webster Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

In Spring 2022, parents will be invited to review data and School Improvement Plan and have input on the development of the budget and Federal Grant budget addendum. Principal will advertise these meetings through the various methods of monthly calendar, the school messenger service and the new Twitter account. In addition, parent volunteers in the school will spread the word to parents and recruit support at the meetings.

3. The School District of Philadelphia will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - In collaboration with the Grants Compliance Monitor, School-based School Improvement Support Liaison, School-Community Liaisons, Philadelphia Home and School Council (PHSC), Title I Parent Advisory Committee, The Philadelphia Right to Know Educational Task Force, PARENT POWER, and other parent groups, provide workshops to schools on parent engagement.
  - Provide professional development by parents/caregivers for new and existing principals and other administrators on how to develop promising partnerships with parents/caregivers.
  - Train new and existing staff with parental engagement duties (e.g., School Improvement Support Liaisons, School-Community Liaisons, School Community Coordinators, and Bilingual Counselor Assistants) to assist school sites in implementing parental engagement.
  - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Parent, Family, Community Engagement and Faith-based Partnerships, and staff of the Assistant Superintendents for technical assistance.
  - The Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
  - Provide coordination of professional development efforts through the Office of Instruction and Leadership Support.
  - Provide workshops to parents on supporting student achievement and parent engagement.
  - Provide training and other information to School Advisory Councils (SACs).
  - 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.
  - In compliance with Imagine 2014, facilitate parent and family access to teachers and principals.
4. The John H Webster Elementary School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

A transition meeting will be held in 2022 with all parents who have children who will be eligible for transition into kindergarten. Kindergarten Open House meetings will occur in March and May for any interested parents. These are advertised through posters set up by the district and posted in the school office for all parents to see as well as by the Head Start entrance.

5. The John H Webster Elementary School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A programs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

A parent questionnaire will be sent home in January 2022 and available at all Parent Conferences to determine parents' evaluation of the school's parental outreach. The leadership team and school council members, with parent input, will develop the questionnaire. The team will review the results of the questionnaire to identify areas of parent concern.

6. The John H. Webster Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - A. The John H. Webster Elementary School will, with the assistance of the School District, provide assistance to parents, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
    - the State's academic content standards,
    - the State's student academic achievement standards,
    - the State and local academic assessments including alternate assessments,  
The school will host a workshop to explain the content and state standards that are tested on the PSSA as well as the PASA prior to the opening of the testing window.
    - the requirements of Title I-Part A,  
An annual meeting will be held with parents to discuss the school's participation in the Title One program and to explain the requirements of the program on Back To School Night – September 2021.
    - how to monitor their child's progress, and  
Teachers discuss progress with parents at report card conferences, in addition to RTII/MTSS meetings with parents. All parents will be notified of any interventions their children receive through parent letters and meetings with teachers and counselors.
    - how to work with educators.  
Students will bring home a homework folder daily. This provides a place for parents to communicate with teachers. Some teachers include a behavior calendar or a daily report in this folder. In addition, parents will have an opportunity to speak with parents during report card conferences in addition to setting up meetings when necessary with teachers and staff throughout the year.
  - B. The John H Webster School will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
Parent workshops will be held to inform parents of the student data that is available as well as technology needs for each family, such as Family Net. These meetings will be held monthly and led by the Leadership Team.  
Meetings will be held to discuss the various interventions that are taking place and parents will have an opportunity to learn how to use them at home with their child. This will be done with parents during RTII meetings that occur throughout the year with the parents, teachers, and counselors.
  - C. The John H Webster Elementary School will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents,

and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Parents will be given a presentation of the school's data at Back To School Night so that they are aware of the reading and math goals that have been established for their children. They will also visit classrooms and review students' work and have opportunities to meet with teachers.

Report card conferences will be held 3 times per year so that parents can review students' progress with the classroom teachers.

Parents of 5<sup>th</sup> grade students will be invited to attend Middle School Informational meetings and have one on one conference with the school counselor to discuss middle school options for their children.

Kindergarten open house meetings are held in March and May to discuss the kindergarten program for incoming students.

An annual meeting will take place in the spring to transition students from Head Start into the Kindergarten program.

Additional parent meetings and information sessions will be scheduled throughout the year to help parents with various topics, including but not limited to, understanding the state standards, test taking strategies, how to help their children with reading and math strategies, various community programs available. All documents are also sent home in Spanish.

Monthly newsletters will be sent home published by the Parent Institute giving them tips on how to support their children in school. All documents are translated into Spanish.

- D. The John H. Webster Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

A Webster handbook will be created and administered to all parents upon registering into the school. A monthly calendar is sent home detailing events that are taking place. The Bilingual Counseling Assistant translates all documents into Spanish.

In addition, parents can reach out to the leadership team for any questions or concerns they have regarding their child's education. Concerns will be forwarded to the appropriate team member such as: Principal, Assistant Principal, Dean, SEL, SBTL, nurse, counselors, teachers, etc.

- E. The John H Webster Elementary School will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to 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:

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 1, 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 parent involvement in Title 1, 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 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.

# **John H. Webster Elementary School**

## **Title I - Monthly Parent Involvement Opportunities**

### **2021-2022**

#### **September 2021**

First Day for Grades K-12 – 8/31/21  
Back to School Night & Annual Title I Meeting - 9/14/21

#### **October 2021**

Middle School Transition Information Sessions for Families - all month,  
schedule appointments with School Counselor  
SAC meeting and Recruitment of Parent Volunteers

#### **November 2021**

Report Card Conferences - 11/22/21 - 11/24/21  
SAC meeting and Title I Parent information session

#### **December 2021**

Parent Information session

#### **January 2022**

Winter Title I Meeting - begin gathering ideas for 2022-2023 School Year

#### **February 2022**

SAC meeting and Title I Parent information session - Preparing my child for success with tests  
Report Card Conferences – 2/2/22 – 2/4/22

#### **March 2022**

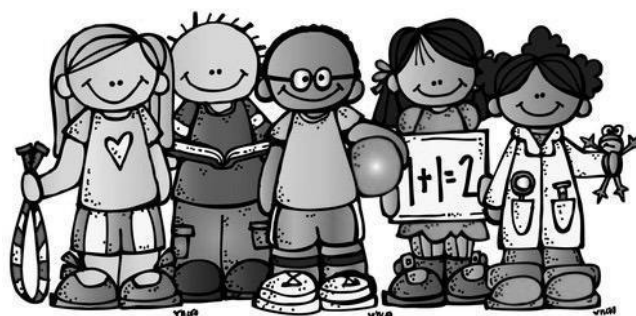
Spring Title I Meeting - review and provide input on Title I Documents and  
Budget for 2022-2023 School Year

#### **April 2022**

Report Card Conferences - 3/30/22 - 4/1/22

#### **June 2022**

Kindergarten and 5th Grade Move-Up Celebrations



# BULLYING POLICY

## FOR THE SCHOOL DISTRICT OF PHILADELPHIA - 2021-2022

SECTION: 200

PUPILS TITLE: Bullying/Cyberbullying

ADOPTED: September 22, 2010

REVISED: March 26, 2020

### 249. BULLYING/CYBERBULLYING

#### **Purpose**

The Board of Education (“Board”) is committed to providing a safe, positive learning environment for all students in the School District of Philadelphia (“District”). The Board recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from a safe environment, and may lead to more serious violence. Therefore, the Board prohibits bullying by District students.

#### **Definitions**

**Bullying:** An intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student’s education;
2. Creating a threatening school environment; or
3. Substantially disrupting the orderly operation of the school.

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

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly over time.
3. It occurs between people where there is an imbalance of power (e.g. physical strength, mental capacity, popularity, or social skills).

Bullying can take many forms and can include a variety of behavior. As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:

1. Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone;
2. Verbal – slurs—including but not limited to racial, gender-based, or religious—name-calling, teasing, taunting, harassment, gossiping;
3. Nonverbal – threatening, obscene gestures, isolation, exclusion, stalking;
4. Psychological or Relational - involves spreading malicious rumors, and engaging in social isolations or intimidation; and
5. Cyberbullying – any form of bullying that occurs by the use of electronic communication devices or through means of social networking, email, instant messaging, text messaging, tweets, blogs, photo and video sharing, chat rooms, dash boards, websites or apps including personal profile websites or apps, such as Snapchat, Instagram, and Facebook.

It is the intent of this policy that the term bullying include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

**Bullying designee:** The school-based staff person who receives reports of incidents of alleged bullying, conducts investigations, and determines whether an allegation is substantiated.

**Electronic communication:** A communication transmitted by means of an electronic or communication device, including, but not limited to, a telephone, cellular phone, or computing device.

**Online reporting process:** The process for reporting or submitting complaints of alleged bullying/cyberbullying behavior and documenting investigations, accessible on the District's website at: <https://www.philasd.org/bullying/>

**School setting:** In the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

### **Authority**

The Board prohibits all forms of bullying by District students. The Board encourages students or parents/guardians of students who believe they have been bullied or witness bullying behavior to immediately report such incidents using the online reporting process or to the building principal or bullying designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives a report of alleged bullying shall immediately notify the principal or bullying designee of same.[1][2]

The Board directs the principal or bullying designee to investigate complaints of alleged bullying promptly and thoroughly, and directs appropriate school personnel to take corrective action when allegations are substantiated, including the convening of an IEP or Section 504 team when appropriate for either the victim or the offender. If the principal or bullying designee does not take action within the time frame required by this policy and its administrative procedures, students or parents/guardians should report the alleged bullying to the District hotline number listed in the administrative procedures to this policy.

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be maintained consistent with the District's legal and investigative obligations. All parties will be treated with dignity and due process.

No reprisals or retaliation shall occur as a result of good faith reports of alleged bullying or participation in an investigation of allegations of bullying.

### **Delegation of Responsibility**

In order to maintain an educational environment that discourages and prohibits bullying, the Board authorizes the Office of Student Support Services, or other office designated by the Superintendent, to coordinate the District's efforts to comply with this policy and applicable laws and regulations, including:[1]

1. Ensuring that this policy and administrative procedures are reviewed with students within 90 days of adoption of this policy and on an annual basis; and
2. Annually providing the following information with the Annual School Safety Report to the Pennsylvania Department of Education:
  - a. This policy and administrative procedures;
  - b. Report of bullying incidents; and



- c. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.
3. Informing staff about this policy and its administrative procedures, including the availability and use of the online reporting process;
4. Posting this policy and administrative procedures on the District's website; and
5. Reviewing this policy every three years and recommending necessary revisions to the Board.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include counseling within the school, parental conference, loss of school privileges, disciplinary transfer, exclusion from extra-curricular activities and athletics, detention, suspension, or expulsion.[1][3][4]

The Superintendent or designee through the Office of Student Support Services shall develop administrative procedures to implement this policy.

### **Mandatory Regulatory Procedures**

The Superintendent, through the Office of Student Support Services or designee, shall implement research-based bullying prevention and intervention programs in all schools. Such programs shall provide training for District staff on this policy and for effectively responding to, intervening in, and reporting incidents of alleged bullying.[1][5]

All schools shall implement processes to prevent and mitigate acts of bullying, including:

1. Posting this policy in every classroom and in a prominent location within each school building;[1]
2. Providing professional development on the prevention, identification, reporting, investigation, and resolution of allegations of bullying and cyberbullying;
3. Informing students and parents/guardians about this policy and administrative procedures, including the availability and use of the online reporting process, during orientation/open house sessions within the first month of school, and through appropriate school communication (i.e., school website, email, parent/student handbook, posters, flyers); [1]
4. Informing students and parents/guardians that bullying and cyberbullying will not be tolerated and providing student training on the definitions of bullying and cyberbullying, examples of bullying/cyberbullying, the reporting process, and consequences of participating in bullying/cyberbullying towards students and staff;
5. Conducting developmentally appropriate prevention activities such as:
  - a. Holding frequent classroom meetings or town hall meetings with students to discuss safety concerns;
  - b. Establishing, teaching, and reinforcing rules against bullying/cyberbullying;
  - c. Incorporating social and emotional learning into the curriculum whenever possible;
  - d. Conducting classroom lessons on relevant topics such as inclusion, sensitivity, empathy, diversity, communication, problem solving, and tolerance;
  - e. Including bullying/cyberbullying on every agenda for building committee/leadership team, grade group, and/or school-based staff meetings;
  - f. Celebrating the annual national bullying awareness month (October); and

g. Conducting student and/or parent focus groups or administering school-wide surveys to assess the nature and prevalence of bullying at the school, and identify bullying hot spots in and around the building.

#### Legal References

1. 24 P.S. § 1303.1-A
2. 22 Pa. Code § 12.3
3. Policy 218 - Code of Student Conduct
4. Policy 233 - Suspension and Expulsion
5. 24 P.S. § 1302-

#### A Related References

1. Policy 248 - Harassment and Discrimination of Students
2. Policy 815 - Acceptable Use of Internet, Technology, and Network Resources
3. "What is Bullying?" - The US Department of Education
4. 20 U.S.C. § 7118

### **Policy 248. HARASSMENT AND DISCRIMINATION OF STUDENTS**

[click here to view online](#)

**Purpose** The School Board strives to provide a healthy safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment and sex discrimination (including sexual harassment, sexual assault and sexual violence) in any form is not tolerated. It shall also be the policy of the District that each staff member shall be responsible for maintaining an educational environment free from all forms of harassment and sex discrimination, and that each student shall be responsible to respect the rights of his/her fellow students and employees and to ensure an atmosphere free from all forms of harassment and sex discrimination

**Authority** The SRC prohibits all forms of harassment and sex discrimination of students and third parties by all District students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The SRC encourages students and third parties or parents/guardians of students who believe that this Policy has been violated, to promptly report such incidents to the school principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches and administrators.[1][2][3][4]. Any staff member who receives such a report shall immediately notify the principal or designee of same. If the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the District's hotline at 215-400-4000. This policy applies to students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, in transit to and from school, at a class or training program sponsored by the school at another location or elsewhere. The policy also applies to any off-campus conduct that has a continuing effect on the campus. The SRC directs that complaints of harassment or sex discrimination shall be investigated promptly, and corrective action taken when allegations are substantiated in accordance with the provision of any applicable state and federal laws. Confidentiality of all parties shall be maintained. Page 1 of 9 No. 248 SECTION: PUPILS TITLE: Harassment and Discrimination of Students ADOPTED: September 22, 2010 REVISED: March 15, 2018 - Pg. 2 maintained, consistent with the District's legal and investigative obligations. Only those with a "need to know" will be apprised of the complaint, and staff participants in the complaint process shall be informed of their duty of confidentiality to the process as

well. The basic rights of all concerned shall be respected at all times. All parties will be treated with dignity and due process. No reprisals nor retaliation shall occur as a result of good faith charges of violation of this Policy or participation in an investigation. Title IX prohibits retaliation against any individual who files a complaint under Title IX or participates in a complaint investigation. Definitions Harassment shall consist of verbal, nonverbal, written, graphic or physical conduct relating to an individual's sex, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin/ethnicity, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his/her race and sexual orientation. Harassment can create a hostile environment when it: 1. Is severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment. 2. Has the purpose or effect of substantially or unreasonably interfering with a student's education. 3. Otherwise adversely affects an individual's learning opportunities, safety or well-being. Sexual discrimination - unequal treatment of any person on the basis of sex unless expressly authorized by statute or regulation. Sexual discrimination may include sexual harassment, sexual violence and sexual assault. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, written, graphic or physical conduct of a sexual nature. Examples of sexual harassment, as defined above, include but are not limited to, sexual propositions; touching of a sexual nature; graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures or written material; sexual gestures or touching oneself sexually in front of others; telling sexual or dirty jokes; spreading Page 2 of 9 - Pg. 3 sexual rumors or rating other students as to sexual activity or performance; circulating or showing emails or websites of a sexual nature. For purposes of this policy, the term sexual harassment includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.[2][5] Guidelines The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents. This policy shall be reviewed with every district student within ninety (90) days after the initial adoption or a revision by the SRC, and annually on the first day of school thereafter. Mandated Regulatory Procedures: Complaint/Grievance Procedure – Student/Third Party Step 1 – Reporting Bullying, Harassment, or Discrimination A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of the District's anti-harassment or nondiscrimination policy(s), or the parent/guardian of a student, is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches and administrators. A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or designee. The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable. The principal or designee shall complete the District's complaint form if the complainant chooses to make an oral or electronic report. In each building, to the extent practicable, compliant forms shall be readily available in any and all languages that are spoken by one or more students attending that school. If the building principal is the subject of a complaint, the student, parent/guardian, third party or employee shall report the incident directly to the Title IX Deputy Coordinator for inquiries under this Policy: Chief Student Support Services Officer/Title IX Deputy Coordinator 440 N. Broad Street Philadelphia PA 19130 215-400-4000 Page 3 of 9 - Pg. 4 antiharassment@philasd.org Step 2 – Investigation Upon receiving a complaint of harassment or sex discrimination, the building principal or designee shall take immediate and appropriate action to investigate or otherwise determine what occurred. At a minimum, the investigation shall consist of the following: 1. The

investigation should consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. 2. The parties may present witnesses and other evidence as part of the investigation. 2. The investigator shall attempt to secure statements from all participants in, and witnesses to, the incident(s). The complainant shall not be required to meet face-to-face with the accused. 3. When a student with limited English proficiency is a party to a complaint, interpretation and/or translation services shall be provided. The limited English proficiency of a complainant, witness, or the accused is not an acceptable reason for failure to secure a statement from him or her. 4. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. 5. The obligation to conduct this investigation shall not be negated by the fact that the complainant cannot identify the accused. All complaints should be forwarded and/or uploaded to the Title IX Deputy Coordinator for the purpose of monitoring, evaluating and providing District level support to diminish harassment. All investigations shall be completed by the assigned investigator within fourteen (14) days from the reporting of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Title IX Deputy Coordinator. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant. The District will follow the Complaint Procedures regardless of whether the alleged harassment also is being investigated by another agency, including law enforcement, unless particular procedural steps would directly impede a criminal investigation. The District will implement appropriate interim steps during the law enforcement agency's investigation period to provide for the safety of the victim(s) and the school community and the avoidance of retaliation. Page 4 of 9 - Pg. 5 In the event that school-based staff fail to investigate a complaint of harassment or sex discrimination, fail to document the outcome of an investigation, or if violations continue after an investigation has concluded, individuals shall report the incident to the district's Title IX Deputy Coordinator at 215-400-4000 and/or submit a complaint to [antiharassment@philasd.org](mailto:antiharassment@philasd.org). Step 3 - Investigative Report The building principal or designee shall prepare a written report which shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint. The findings of the investigation shall be provided to the complainant, and his or her parent, if s/he is under 18 years old, the accused, and the Title IX Deputy Coordinator. Step 4 -District Action If the investigation determines that the accused engaged in conduct that constitutes a violation of this policy, the District shall take prompt and effective steps reasonably calculated to end the harassment or sex discrimination, eliminate any hostile environment. remedy the discriminatory effect on the victim, and prevent the harassment or sex discrimination from recurring. .When appropriate, students who have been found to violate this policy will receive instruction or training on why their actions were inappropriate and/or hurtful. Complainants and the accused, and their parents, if they are under 18 years old, shall be notified of the final disposition/action taken by the District. Appeal Procedure 1. If the complainant or accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Title IX Deputy Coordinator(s) within fifteen (15) days of her/his receipt of written notice of final disposition/action taken. The appeal will be conducted in an impartial manner by an impartial decision-maker. 2. The Title IX Deputy Coordinator(s) shall review the investigation and the investigative report and may also conduct a reasonable investigation. 3. The Title IX Deputy Coordinator(s) shall prepare a written response to the appeal within fifteen (15) days. This time period may be extended by the Title IX Deputy Coordinator(s) under circumstances where winter, spring or summer break coincides with the investigatory period or for other reasonable cause. Copies of the response shall be provided to the complainant, the accused and the building principal/immediate supervisor who conducted the initial investigation. Page 5 of 9 - Pg. 6 Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures outlined in this policy, and state and federal laws. The corrective action may include, but is not limited to, appropriate supports and interventions for students who are either victims or perpetrators of improper conduct, in accordance with District services and programs, which may include Tier II and II or Response to Instruction and

Intervention (RtII); Positive Behavior Interventions & Supports (PBIS); Student Assistance Program (SAP); counseling services; parent meetings; referrals to appropriate resources outside of the District; student discipline pursuant to the Code of Student Conduct which could include suspension or expulsion; employee discipline in accordance with any applicable collective bargaining agreement or contract, including but not limited to counseling, suspension, expulsion. If it is concluded that a student has intentionally made a false report or complaint under this policy, such student may be subject to disciplinary action. Expedited Resolution of Harassment Incidents While the SRC cautions that all incidents of harassment are hurtful to students and negatively impact the school environment, there are some harassment incidents that District employees can effectively address and resolve immediately. The investigative procedures (Steps 1-4 above) shall not apply when a District employee witnesses or receives a report of harassment and the District employee, in his/her professional judgment determines: 1. The harassment was not severe, persistent, or pervasive, and 2. The District employee is able to fully and adequately address the harassment with the target(s) (if any) and the perpetrator(s), including: a. Educating the perpetrator(s) on the wrongfulness of his/her actions, identifying the harassing language and behavior involved, and referring the student for counseling, community service or imposing discipline, if appropriate, and b. Speaking with the target student(s) (if any) to ensure s/he has not been a repeated target of harassment, is satisfied with the employee's response, and is notified of his/her right to file a complaint with the principal. Whenever the Expedited Resolution process is followed, the District employee shall file a written report on the incident in accordance with the administrative procedures outlined in this policy. The following are examples of harassment prohibited by this policy: Page 6 of 9 - Pg. 7 Some students anonymously inserted offensive notes into African-American students' lockers and notebooks, used racial slurs, and threatened African-American students who tried to sit near them in the cafeteria. Students mockingly refer to Asian students as "Bruce Lee", "China boy", "f'ckm' Asian" and use racial slurs and create noises intended to reference made-up speech around Asian languages. Asian students are routinely targeted in unmonitored student-centric areas such as stairwells, hallways, bathrooms, and walking to and from school with students screaming at them with threats of harm and physical assault. One student threatens an Asian student by drawing a finger across the throat with the statement, "F\*ck you China people." School employees at junior high school received reports of several incidents of anti-Semitic conduct at the school Anti-Semitic graffiti, including swastikas, was scrawled on the stalls of the school bathroom. At the same school, a teacher caught two ninth-graders trying to force two seventh-graders to give them money. The ninth-graders told the seventh-graders, "You Jews have all of the money, give us some. "At the same school, a group of eighth-grade students repeatedly called a Jewish student "Drew the dirty Jew." Shortly after enrolling at a new high school, a female student had a brief romance with another student. After the couple broke up, other male and female students began routinely calling the new student sexually charged names, spreading rumors about her sexual behavior; and sending her threatening text messages and e-mails. A gay high school student was called names (including anti-gay slurs and sexual comments) both to his face and on social networking sites, physically assaulted, threatened, and ridiculed because he did not conform to stereotypical notions of how teenage boys are expected to act anti appear (e.g., effeminate mannerisms, nontraditional choice of extracurricular activities, apparel, and personal grooming choices). Several classmates repeatedly called a student with a learning disability "stupid," "idiot," and "retard" while in school and on the school bus. On one occasion, these students tackled him, hit him with a school hinder, and threw his personal items into the garbage. Students yell "Speak English!" at immigrant youth at a school who speak their native language in school. In full view of other students, native born English speakers routinely mimic or otherwise make fun of immigrant students' accents and comment on how "weird" they sound. Delegation of Responsibility In order to maintain an educational environment that discourages and prohibits harassment and sex discrimination the SRC shall designate the Student Support Services Chief as the District's Title IX Deputy Coordinator to coordinate the District's efforts to comply with this policy and applicable laws and regulations. Page 7 of 9 - Pg. 8 The Title IX Deputy Coordinator shall: 1. Publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall

include the name, position, office address, telephone number and email address of the Title IX Deputy Coordinator. 2. Receive and investigate reports or complaints from District employees, students, families, and third parties if the school principal is the subject of a report or complaint. 3. Track all complaints, investigation materials and resolutions from harassment complaints District-wide. 4. Make ad hoc reports (as necessary or appropriate) and annual reports to the School Reform Commission on harassment complaints and resolutions. The District shall be responsible to provide training for students and employees regarding all aspects of harassment and sex discrimination. Student training shall include the definition of harassment and sex discrimination, examples of harassment and sex discrimination, the reporting process and consequences of participating in prohibited behavior. Staff training shall include how to appropriately identify, address, and report incidents of harassment and sex discrimination. Each staff member shall be responsible to maintain an educational environment free from all forms of harassment and sex discrimination. Each student shall be responsible to respect the rights of his/her fellow students and district employees and to ensure an atmosphere free from all forms of harassment and sex discrimination. The building principal or designee shall be responsible to complete the following duties when receiving a complaint of harassment or sex discrimination in accordance with the procedures listed in this policy. At a minimum, the building principal or designee shall be responsible to complete the following duties when receiving an oral or written report or complaint: 1. Inform the student or third party of the right to file a complaint and the complaint procedure, including their right to English Language interpretation and translation during all steps of the complaint procedures. Even if the student does not explicitly request interpretation, employees are encouraged to use interpretation and translation if they feel it will improve the ability to communicate accurately with the student or third party. 2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure. 3. Ensure that complainants are notified of available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement. 4. Notify the complainant and the accused of the progress at appropriate stages of the procedure. 5. Refer the complainant to the Title IX Deputy Coordinator if the building principal is the subject of the complaint. Page 8 of 9 - Pg. 9 6. In cases involving potential criminal conduct, determine whether appropriate law enforcement authorities should be notified. 7. Take interim action, as necessary, to address prohibited conduct prior to the completion of the investigation. The SRC directs that District employees respond to all incidents of harassment and sex discrimination according to the procedures in this policy, regardless of whether they are alleged to have created a hostile environment. Legal References: 1. 43 P.S. 951 et seq - 1955 Act 222 PENNSYLVANIA HUMAN RELATIONS ACT 2. 20 U.S.C. 1681 et seq - 20 U.S. Code Chapter 38 - DISCRIMINATION BASED ON SEX OR BLINDNESS 3. 29 CFR 1606.8 - 29 CFR 1606.8 - Harassment 4. 29 CFR 1604.11 - 29 CFR 1604.11 - Sexual harassment 5. Office for Civil Rights - Questions and Answers on Title IX and Sexual Violence Related Information: Office for Civil Rights – Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties Philadelphia Commission on Human Relations Guidance Pol. 103.1 - Nondiscrimination – Qualified Students With Disabilities/Protected Handicapped Students Pol. 249 - Bullying/Cyberbullying Pol. 806 - Child Abuse