

**The School District of Philadelphia
Charles W. Henry Elementary School
601 Carpenter Lane
Philadelphia, Pa., 19119**

Fatima M. Rogers
Principal

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**Student/Parent Handbook
2017-2018**



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History

A Brief History of the Charles W. Henry School

The Charles W. Henry School was founded in 1908 when the doors of the “new” six-room building opened for students. Prior to its opening, students were receiving their education at the Carpenter School located on the northeast corner of Carpenter Lane and Greene Street. The School District of Philadelphia named its 374th school building after a prominent civic-minded businessman named Charles Wolcott Henry. In 1949, the cornerstone of a second building that currently houses our gym, auditorium and five classrooms was set. A “portable” four-classroom unit was added several years later to accommodate overcrowding. In 1968, a beautiful eight-room addition was completed that houses our kindergartens, our computer lab, and 4 classrooms. In 1995, two trailers were added in the lower schoolyard as additional classrooms.

Who was Charles W. Henry?

Charles Wolcott Henry was born on October 18, 1852 into an old, respected Philadelphia family. He was the son of Thomas Charlton Henry (brother of Alexander Henry, Mayor of Philadelphia from 1858-1862) and Mary Elizabeth Jackson (granddaughter of Oliver Wolcott, a signer of the Declaration of Independence).

Henry received his education in the private schools of Philadelphia. At the age of 20, he took over his father’s lumber business, Henry, Bayard and Co. He remained an active member of the firm until his death. While still a young man, C. W. Henry began to take an active interest in municipal affairs. He represented the 22nd ward (a large area covering Mt. Airy and part of Germantown) in Common Council for a number of terms in the 1870’s to the 1880’s. He was also chosen as Chairman of the Fairmount Park Commission in 1884 and retained this office until his death.

In 1884, Charles W. Henry married Sarah Bonnell Houston, daughter of Henry Howard Houston (yes, this is the same Henry H. Houston that the Houston Elementary School is named for). C. W. Henry died in 1903.

WELCOME FROM THE PRINCIPAL

We are pleased to issue the C. W. Henry School Handbook to all of our families. We hope that this book will be a valuable resource to help guide your pursuit of school excellence. It is our goal to provide a safe, nurturing, and academically challenging program for all children. We aim to foster a school environment where every student can develop to his/her maximum potential, learn the importance of responsibility and cooperation, develop self-esteem and treat everyone with respect and dignity.

You are invited to read about our unique school in this handbook. Feel free to ask questions of teachers, staff and administration. We welcome your involvement. Please visit us, volunteer, and become active in our learning community. Contents of this handbook may be revised during the course of the school year dependent upon District and School policy and/or procedure changes. Parents will be informed of changes.

Fatima M. Rogers
Principal

WELCOME FROM THE HENRY PARENT/TEACHER ASSOCIATION

C. W. Henry School has a rich tradition of dedicated staff, active parents, and extraordinary students. This handbook is a comprehensive guide designed to help you navigate the programs and identify those areas where your unique talents can be utilized. The PTA supports academic and social activities at the school in many ways, and we urge you to become involved in the Henry community. The school's continued success depends on our participation!

Derren Mangum
President, C.W. Henry PTA

Mission Statement

The Henry community creates a nurturing environment in which children can grow socially, emotionally, and academically to achieve personal excellence.

Vision Statement

Charles. W. Henry School is dedicated to excellence. Henry School is a teaching and learning community where instruction is child-centered and developmentally appropriate. All students are afforded the opportunity to achieve to their full potential in order to become lifelong learners and responsible members of the community.

GENERAL INFORMATION

VISITOR SIGN IN PROCEDURES:

- All guests/visitors must stop at the front desk, show picture identification and sign in with a school representative. (Please include your full name, date, time and purpose of the visit.)
- All guests/visitors will be directed to the main office for further assistance.
- If approved, all guests/visitors will be given a visitor's pass that must be displayed throughout the duration of the visit.
- All guests/visitors will be escorted to locations outside of the main office area unless directed otherwise.
- All guests/visitors must return visitor's passes to the main office and sign out at the front desk before leaving the building.
- Students will only be dismissed from the main office. Visitors may not request to pick up a student from the classroom.

THANK YOU FOR YOUR COOPERATION

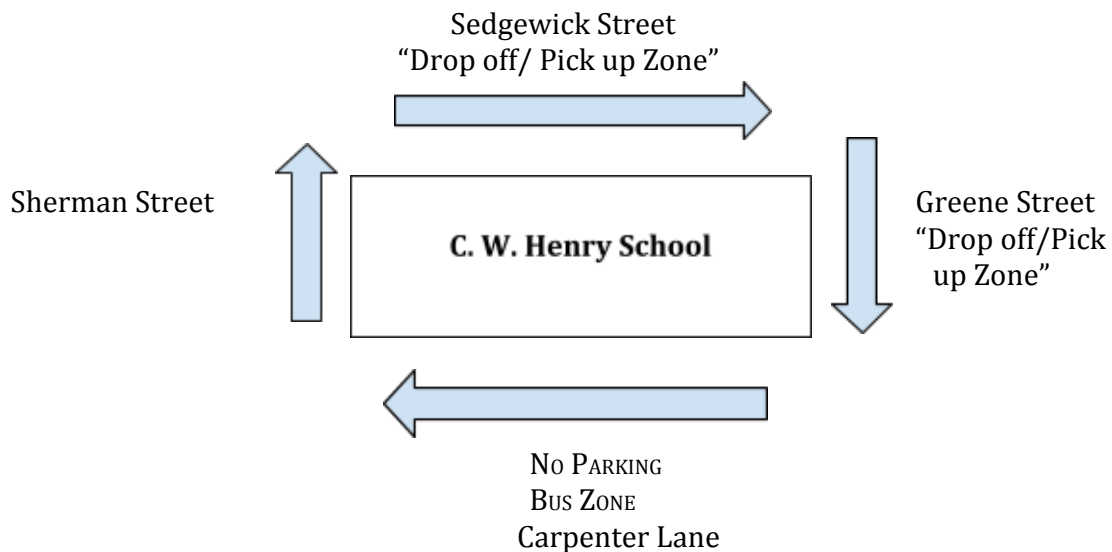
SCHOOL HOURS

School begins promptly at 8:30 a.m., and ends at 3:09 p.m. It is school policy to provide supervision in the Greene Street schoolyard and in the lunchroom only after 8:10a.m. Parents should not send or drop children off before 8:10 a.m. All children should be picked up promptly by 3:09 p.m. We expect all drivers near the school to follow road safety procedures and the school requested traffic pattern.

The C. W. Henry Community puts children's safety first. In an effort to make admission and dismissal safe for our students we are asking everyone to comply with the following procedures:

- Children should be dropped off on Sedgewick Street or Greene Street to create a smooth flowing traffic pattern. Once dropped off, they may enter the upper schoolyard via the ramp. Additionally, remind your child that once they enter the schoolyard they may not leave to go to the store.
- Students should not be dropped off in the middle of the street.
- There is no parking on Greene Street from the schoolyard to the corner or on Carpenter Lane from the corner to the parking lot. You may pull into the "Drop off/ Pick up Zone". Please refrain from getting out of your car while in the "Drop off/ Pick up Zone"

- Students should be reminded to cross streets at intersections and follow the directions of crossing guards and school personnel.
- All traffic should move clockwise around the school during admission and dismissal. This allows for students to be exited from cars that are curbside to the school



If we all work together and adhere to the procedures, we can alleviate potentially dangerous situations for students. Always think safety first!

BREAKFAST

Breakfast will be served from 8:10-8:25 daily in the lunchroom. Students are to be in line on the upper school-yard by 8:30.

ENTRANCE

At the sound of the first bell, all grades (K-8) line up in the upper schoolyard in the morning at 8:25 a.m. They will be escorted into the building at the direction of their teachers at 8:30 a.m. Parents are encouraged to remain with their child's class until the students are escorted into the building.

DISMISSAL

Grades K-5 will line up at their designated entrance lines at the end of the school day. Grades 6-8 will exit into the schoolyard. Children are to refrain from playing on the playground equipment until 3:30 p.m., so the school staff can make certain that the Henry students who are not with a parent or guardian can go directly home.

EARLY DISMISSAL

No child will be given an early dismissal from school unless a parent comes to school to escort the child from the building. **Students will not be dismissed early from school after**

2:30 p.m. Parents are asked not to schedule doctor and dental appointments during school hours, whenever possible. All early dismissals will be recorded in the district's Attendance Monitoring System. Habitual early dismissals adversely affect student learning and may affect student grades.

Any child who leaves school prior to 9:59 a.m. will be charged with an entire day of absence. There will be no early dismissals prior to 9:59 a.m. or after 2:30 p.m. Doctor's notes will be required for doctor's visits that require an early dismissal. These may be brought to the school the next day. On scheduled early dismissal days there will be no early dismissal given, except for emergencies.

Students must be signed out in the early dismissal log at the main office. **Note: Children will not be called for early dismissal between 2:30 p.m. and 3:09 p.m.**

Parents requesting early dismissals will be asked to provide photo ID, state the relationship to the student, give reason for dismissal, and give their signature. Children will be dismissed only to those listed on the emergency contact form. When confirming identification, all adults who are picking up students must remove their headwear, including but not limited to burqa, chadar, boshiya, niqab, and/or hats. This may be done in private upon request.

INCLEMENT WEATHER

ADMISSION

Children may enter the building through the main entrance doors on Carpenter Lane at 8:15 a.m. instead of waiting in the schoolyard.

Grades K-5 will proceed to the auditorium and wait for their teachers to escort them to their classrooms.

- Parents must drop their children off at the main entrance door from 8:15 a.m.-8:30 a.m. to ensure the safety of our children.
- All students who enter the front doors after 8:30 a.m. will be held in the stairwell in preparation for transition. This procedure will assist with a smooth traffic flow in the morning.

Grades 6-8 will proceed to the gymnasium and wait for their teachers to escort them to their classrooms.

- All students who enter the front doors after 8:30 a.m. will be held in the stairwell in preparation for transition. This procedure will assist with a smooth traffic flow in the morning.

Please do not send your child to school before 8:15 a.m., since there is no adult supervision. Once the children start moving towards their classrooms, we will ask for all students to wait in the main lobby until the hall is cleared.

DISMISSAL (SCHOOL-YARD HAZARDS)

In the event that our schoolyard is impassable, we will have a modified dismissal procedure. Parents will be notified of this change via the text message service and through a phone link.

- K-2 will dismiss through the Kindergarten lobby front doors
- 3-5 will dismiss through the front main lobby doors
- 6-8 will dismiss through the upper school stairwell front doors

EMERGENCY CLOSINGS AND DISMISSALS

School Closings will be officially announced on KYW-1060AM and on the school district website. The announcement will state, "All Philadelphia public schools are closed." A specific school will be named only in the event that there is a problem at that school. *Early dismissals and late arrivals* will be announced on KYW-1060AM and on the school district website. Listen to this radio station for current information. Our school will also send a text alert via the remind application. ***In order to sign up for C.W. Henry text alerts, please text @henrych to 81010.***

Please discuss with your child the possibility of an emergency school closing. Your child should know the name, address, and telephone number of the person you have designated as the emergency contact. Please make sure the emergency contact lives as near to the school as possible. Keep all directory information current; home address, home phone number, work phone number, cell number, email address, and emergency contacts.

TWO-HOUR DELAYED OPENING PROCEDURES

Please review the delayed opening procedures in the event of inclement weather or an emergency. It is important to remember the following:

- Student Arrival: 10:30 a.m (breakfast in lunchroom from 10:10 a.m.-10:25 a.m.)
- Student Dismissal: 3:09 p.m.
- Admission: students enter through the front door and proceed to the auditorium (K-5) or gymnasium (6-8)

CONTACTING YOUR CHILD DURING SCHOOL HOURS

Parents should make arrangements for pick-up prior to the students arriving at school for the day. Please send a note with your child to school, if there is a change to their dismissal procedure. Please do not telephone school and ask to speak to your child – students will not be called from classrooms to answer telephone calls. *Messages will only be given to students in extreme emergencies.*

ATTENDANCE

As Philadelphia is a District of the First Class, the requirement for school attendance is between the ages of 6-17. Once a student is enrolled in school, he/she can only be withdrawn if he/she transfers out of the District. The student will remain on the District's roll and the child/family is subjected to Truancy Court if they do not attend school.

Process for Attendance:

1. Parents must submit an absence note to the school within three (3) days of the child's unexcused absence. After 3 days, the School Principal/Designee will make a determination if the note will be accepted. There is no guarantee that the school will accept the note. If the note has been accepted, the teacher will make the corrections on the roll sheet and then submit to the main office so that it can be changed in the SIS (Student Information System).
2. At the 3rd unexcused absence the C-31 (Three Day Legal Notice) will be sent to the Parent/Guardian to make them aware that the child has missed 3 days (consecutive/nonconsecutive) of school.
3. At the 6th unexcused absence the school must utilize the Online Interventions Module (MTSS) and create an attendance plan for the student. The school should also arrange a meeting with the parent/guardian of the child to inquire about the truancy and come up with a plan to help remove any barriers to the student's truancy.
4. At the 10th unexcused absence, the Truancy Referral should be submitted to the Office of Attendance & Truancy.

Excused Absence Policy:

1. Pursuant to SDP's attendance policy, all absences resulting in a total of 3 or more consecutive days absent require a doctor's note. For absence that do not total 3 consecutive days, parents may submit a handwritten note stating the reason for the absence. Notes must be given to the school within 3 (three) days of the absence for credit. If the note is not turned in within the required timeframe that day may not be excused. When a student has been absent, excused with a parent note, totaling more than 8 days (cumulative), a doctor's note must be provided to the school to excuse the 9th or more absence.

Half-Day Absence Procedure:

1. Any student coming to school two (2) hours after the start of the school day or leaving two (2) hours before the end of the school day will be marked as half-day absent. If the child has a note from a Medical Provider (Doctor, Dentist, Psychologist, Psychiatrist etc.) they will be marked as half-day excused (Absence code 1 in AM or PM box in the SIS). The note must be given to the school upon return from the Medical Provider, within 24 hours of the visit. If the student does not have a note, the day will remain unexcused

Absence Code	Absence Reason	Excuse Code	Status Code
1	Excused Absence or Other Urgent Reasons (Principal Approval)	Absent	Excused
2	Unexcused Absence	Absent	Unexcused
3	Unexcused Early Dismissal	Early Release	Unexcused
4	Excused Early Dismissal	Early Release	Excused

5	Illness	Absent	Excused
6	Quarantine	Absent	Excused
7	Recovery from Accident	Absent	Excused
8	Required Court Attendance	Absent	Excused
9	Death in Family	Absent	Excused
10	Educational Trip/Tour with Approval	Absent	Excused
11	Religious Holiday	Absent	Excused
12	Authorized School Activity	Absent	Excused
13	Excused Lateness	Tardy	Excused
14	Unexcused Lateness	Tardy	Unexcused
15	Out of School Suspension	Absent	Excused

For further details, please:

- Contact Mr. Brogan at C.W. Henry
- Reach out to the Office of Student Rights and Responsibility (Attendance & Truancy) via phone at 215-400-4220 or email at: attendanceandtruancy@philasd.org
- Visit the School District of Philadelphia’s website for all attendance and truancy related policies and procedures:
<http://webgui.phila.k12.pa.us/offices/a/attendance--truancy/policies--procedures>

LATENESS POLICY

Classroom instruction begins as soon as school starts so it is important for children to arrive on time. When a student is not able to arrive on time, the student must fill out a late slip, and then go to the classroom. Excessive lateness will result in disciplinary and/or truancy action. Any student arriving after the daily morning entrance into the building is considered late.

LEGAL CUSTODY

Parents/Guardians are asked to inform the main office and the child’s teacher when legal custody of a child resides with one parent. School personnel can only make decisions about the child (e.g., permission to pick up a child from school) based on official legal documents. It is important for the school to have a copy of the custody decree. Custodial parents/guardians likewise are asked to supply the school with copies of restraining orders.

RELEASE OF A CHILD

A child will not be released to a parent/guardian who does not have physical custody without the written consent of the custodial parent/guardian. To determine the custodial

parent/guardian, all separated or divorced parents must provide the school with a copy of the court order or custodial agreement adjudicating that determination of custody. The court order/custodial agreement is placed in a confidential file.

BREAKFAST

Breakfast is offered to all students in the the lunchroom every morning from 8:10-8:25.

LUNCH

Students eat lunch in the lunchroom. Children may bring their lunch or receive a free federally funded lunch.

Noon Time Aides supervise our lunch program and recess time. Students play in the yard after eating lunch. During inclement weather, children will have a 30-minute lunch period. Parent volunteers are welcome to help supervise games in the yard at recess and support in the lunchroom.

UNIFORM POLICY

Boys: Navy blue polo shirts (long or short sleeve) and khaki pants or shorts. Shorts must be knee length or longer

Girls: Navy blue polo shirt (long or short sleeve) and khaki pants, shorts, skirts, or jumpers. Skirts, shorts, and jumpers must be knee length or longer. (Girls are permitted to wear pants under their uniform skirts in cold weather). Dresses and skirts should not be too short, two to three inches above the middle of the knee is acceptable.

Footwear: Shoes or sneakers with socks.

GYM REQUIREMENTS

It is significant for students to come well prepared for gym class. All students must wear sneakers to participate, and **navy blue sweat pants, tee shirts, and/ or sweatshirts**. Navy blue hoodies are permitted when the weather permits. Girls are permitted to wear shorts under their dresses or skirts on gym day. Gym uniforms will be on sale during the month of September.

The following are ***not acceptable*** as part of the school uniform:

- Shorts of mid-thigh length

- Jeans of any color

- Stripes, Polka Dots, or Items with patterns (all items should be a solid color)

- Undershirts/T-shirts with logos

- Tank tops

- Halter-tops

- Midriff tops, spaghetti straps or see-through clothing

- Large or dangling earrings and novelty jewelry

- Make-up, body glitter

- Hard-soled shoes

- Head wear other than for religious purposes (no bandanas, scarves, hats, etc.)

- Sandals or flip-flops

- Open-toe shoes

Cold weather – Outerwear may not be worn in class. If the building’s heating system is not working well, a navy blue sweater or outfit style jacket may be worn if the classroom teacher so indicates. This “in case” item may be kept in the locker or coatroom.

Students who arrive to school out of uniform, will be sent to the school nurse for a loaner uniform for the day.

While we don’t recommend one shopping establishment over another, we have found stores such as Target, Old Navy, Gap, Walmart, etc. to be stores that carry a wide-range of uniform colors.

LOST AND FOUND

Valuable items found in and around the school should be turned in at the Main Office. Other items are placed on the Lost and Found table in the Kindergarten lobby or the lunchroom. Please label all belongings, especially jackets and coats, backpacks, and lunchboxes, with your student’s name. Students should not bring expensive items to school. Each student is responsible for taking care of his/her own property. **Valuable items and large sums of money should NOT be brought to school. The school will not be responsible for lost personal items.**

While we don’t recommend one shopping establishment over another, Oliver’s Labels have been proven to reunite students with their belongings. They can be washed in the washing machine or dishwasher.

TEACHERS AND PARENTS WORKING TOGETHER

BACK TO SCHOOL NIGHT

Back To School Night is an important opportunity for parents and staff to meet. During this evening meeting, parents go to their children’s classrooms where the teachers will introduce themselves, explain their classroom programs, and answer questions about the general program and classroom procedures. You will also have the opportunity to talk to the specialist teachers in the school.

PARENT/ GUARDIAN VOLUNTEER

Please volunteer! Henry School expects parents to volunteer in the school and the classroom. Before you come, speak with the teacher. Arrange a good time, and be clear about your hopes when you are there. Let the teacher know of your special skills or interests, and also what you might not be comfortable doing. Some teachers plan what a volunteer will do, others ask you to join whatever they are doing when you come.

Volunteering in the classroom is a good way for you to understand and appreciate the experience your child is having at school. Remember, the teacher is responsible for the children and knows them well. You will be given directions on what to do and how to

interact with the children. Treat each child with respect, kindness, and dignity. If you have any questions about what you observe, please, speak to the teacher.

Volunteers are needed to assist the school in many different ways, including working with children or providing assistance to the staff in various areas of the building. Parents/Guardians wishing to volunteer are invited to contact Ms. Lynda O'Leary, Parent Volunteer and Community Partnership Coordinator, at (215) 400-3480 to determine a mutually convenient time to meet. Ms. O'Leary is in on Monday and Wednesdays. Currently, we are looking for help in the following areas:

- Lunch room/recess yard
- Morning admission yard monitors
- After school bus monitors
- Hall monitors
- Classroom assistance
- Front Desk
- PTA Events
- Other (If you have another idea that you'd like to volunteer your help/skills, please let us know!)

All volunteers are required to complete child abuse and criminal background clearances before they can volunteer in the school. The state has made it easier and cheaper to obtain your clearances to volunteer in schools. The criminal background check through the PA State Police is FREE and results are received almost immediately through their online application. The child abuse clearance is also FREE and can be applied for online with a longer wait time. The FBI federal criminal history is available online with local fingerprinting locations for a fee of approximately \$28.00.

Here is the link to the new FAQs:

www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm

And here is the link to the application instructions online and in print:

<http://www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

PARENT/TEACHER ASSOCIATION

All parents and guardians of students are eligible to be members of the Parent/Teacher Association, and are invited to participate in the organization by attending monthly meetings, running for elective office, or volunteering through a variety of committees. The mission of the PTA is to build bridges which unite and sustain K-8 families and their community through stewardship and leadership and to support a stimulating and nurturing educational environment through advocacy, programs and activities.

The PTA directly supports the school and staff to provide quality education for all Henry students. PTA meetings are held the third Tuesday of every month at 6:30 p.m. in the

lunchroom. Parents who attend will be given homework passes for their child (ren) to be used for that evening's assignments and childcare is provided for students who accompany their parents. The \$10.00 per person yearly membership dues are divided as follows: \$2.25 for National PTA dues, \$2.75 for PA PTA dues and \$5.00 to support the C.W. Henry PTA general fund.

<http://www.cwhenrypta.org/>

C.W. HENRY PTA PROGRAMMING AND VOLUNTEER OPPORTUNITIES

Henry's Organic School Garden is in its 8th growing season and provides our students with a unique educational experience. The garden serves as an amazing outdoor classroom and resource to demonstrate sustainable growing practices and provides students a direct connection to the food they eat. Activities in the garden include planting seeds and seedlings, tending beds, watering, harvesting and composting garden debris. The garden is available for all teachers to use independently as a curriculum enhancement. The PTA also funds a farm educator to meet with teachers and their students for guided lessons in the garden where everyone can explore, learn and most importantly taste our delicious produce! Please visit the PTA website, www.cwhenrypta.org for more details on how to sign up to volunteer in the school garden to keep it productive and beautiful. No gardening experience required!

WatchD.O.G.S. (Dads of Great Students) is an innovative father involvement, educational initiative of the National Center for Fathering. The goals of the Watch D.O.G.S. program are to provide positive male role models for students, demonstrating by their presence, that education is important. They also provide extra sets of eyes and ears to enhance school security and reduce bullying. WatchD.O.G.S. are fathers, grandfathers, uncles and other father figures who volunteer for a least one day each year at Henry to assist in the classroom, lunchroom and at recess. Please visit the PTA website, www.cwhenrypta.org for more details on how to sign up to be one of Henry's WatchD.O.G.S.!

Box Tops and Labels for Education Collections occur three times throughout the school year. Box Tops and Labels can be found on grocery and clothing items as well as paper products and school and office supplies. This is an easy way to support your child's school because all proceeds go directly to supporting general programming of the PTA. Please clip your Box Tops and Labels and encourage your friends, family and neighbors to contribute as well. Check your monthly calendar and look for notices in your child's communication folder about the collections.

Opportunities to volunteer occur throughout the school year and there are various events that cannot run without volunteer support. Please consider signing up to help at the following events:

Back to School Night - September 19,2017

Cherrydale Fundraiser Kickoff – September 25, 2017

Scholastic Book Fair – Around Conferences
Family Fun Night – December 19, 2017
MLK Day of Service – January 15, 2018
Family Fun Night – February 13, 2018
Philly Spring Clean-up – TBD
Teacher Appreciation Week – May 7-11, 2018

Information about being a volunteer and links to the necessary clearances can be found on our website, www.cwhenrypta.org.

To learn more about your PTA

Visit our website – www.cwhenrypta.org

Join our email list – cwhenrypta@gmail.com

Follow us on Facebook – www.facebook.com/cwhenrypta

Follow us on Twitter - [@CWHenryPTA](https://twitter.com/CWHenryPTA)

Follow us on Pinterest – www.pinterest.com/CWHenryPTA

2017-2018 PTA Meetings

October 17th

November 14th

December 19th*

January 23rd

February 13th *

March 20th

April 17th*

May 22nd (elections)

Meetings are held at 6:30 p.m. in the school lunchroom

***Denotes Family Fun Nights**

School Advisory Council

School Advisory Councils (SACs) are part of the overall leadership structure at Henry School. Providing a forum for open discussion and problem-solving, SACs give all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all aspects of the work of the school. SACs promote collaboration and understanding and build support for the school's overall goals as well as individual programs, policies, and initiatives.

School Advisory Councils are comprised of peer-elected representatives from various stakeholder groups at the school, whose main responsibility is to collaborate with the principal on specific matters that affect student achievement and school improvement.

The SAC meets once a month in the lunchroom. Meeting dates and times will be posted on the school's website as well as on the school calendar.

If you are interested in joining the Henry School SAC, please complete an application. Applications can be found in the Main Office or at: <https://www.philasd.org/face/sac/>

COMMUNICATION

A school communication folder is sent home every Wednesday. All school flyers, newsletters and calendars will be placed in the folders on Wednesday morning for students to take home Wednesday afternoon. Teachers may also use the folder to send home schoolwork and tests. **Henry staff will respond to all communication within 48 hours.**

COMMUNICATION WITH TEACHERS

To contact a teacher, you may:

- Send a note with your child asking the teacher to write to you or call you. Tell the teacher when you will be available at work or home.
- Send a note with your child asking the teacher for an appointment. Specify the times when you can meet – before school, during the day, etc.
- Ask the school secretary to leave a note in the teacher’s mailbox. Teachers will not be called to the phone during class time.
- Email your child’s teacher on his/her school district email.

Teachers will respond to all communication within 24-48 hours.

Communication With The Principal

The principal and members of her team (Nurse, Counselor, Dean of Students, School Based Teacher Leader, etc) are available to discuss your concerns. In an effort to make certain that concerns are given to the appropriate party and followed through in a timely manner, parents will be asked to complete a “Parent Concern Form” prior to being seen by the principal or her team.

To contact the principal, you may:

- Send a note with your child asking the principal to call you. Tell the principal when you will be available at work or home.
- Stop in the main office and complete a “Parent Concern Form.” If the principal is available, she will see you upon completing the form. The principal, if possible, will see parents immediately following morning announcements at 8:50 a.m.
- Email the principal at frogers@philasd.org.

Call the school office and leave a message with the secretary. Please specify the purpose of your call.

The principal will respond to all communication within 48 -72 hours.

In the event that you need further assistance, please contact:

The Office of Family and Community Engagement: 215-400-4180

At Back to School Night, the teachers will tell you how they would like you to communicate with them. Our teachers welcome parent interest in their child’s education and are

responsive to your questions and concerns. A good question to ask is “Is there anything I need to know about or do that can help my child?”

Academic interim reports are distributed 4 to 6 weeks before a report card is issued. All children will receive an interim report for the first marking period. For the remainder of the year, only students in danger of failing will get a report. Behavioral interim reports may be issued at any time.

Report card conferences are held three times per year: November, February, and May. You will receive an appointment notice and/or a sign-up genius link. If you cannot make the appointment, reschedule with the teacher. This conference is when you and the teacher look at your child’s achievement and behavior, and plan what is best for your child. Come prepared with any questions you may have or information you feel the teacher needs to know. Teachers can only be helpful if they are informed of a problem. The final report card will be sent home with the students in June.

You need to know your child’s ability levels and know them honestly. Ask what you should be doing at home to support your child’s needs. When you don’t understand something, ask questions. Is this behavior typical, or a problem? Get specific information about the seriousness of a problem and what programs are available to help. An action plan with a timetable may be developed. Plan additional times, if needed, to discuss your child’s progress.

WEBSITES

The School District of Philadelphia - www.philasd.org

Henry School - <http://webgui.phila.k12.pa.us/schools/h/henry/>

Henry School Parent Teacher Association- <http://www.cwhenrypta.org>

The Pennsylvania Department of Education- <http://www.pde.state.pa.us>

FamilyNet- <https://sso.philasd.org/cas/login>

- FamilyNet helps you to track your child’s progress. It requires you to know the student’s School Identification Number and have a valid email address. They offer a link for a free email service.

HOMEWORK

Expect assignments Monday through Thursday each week, in addition to longer-range projects and reports. Students should review the day’s class work. Contact the teacher if you do not see regular assignments being given. For older students, assignments may involve several days or weeks of preparation. Students should not wait until the night before this type of assignment is due to start the task. It is expected that students will need

to use the public library for research. Studying for major tests should be done over several days. Major tests will be announced in advance.

If no tests or written work come home, check the bottom of your child's book bag. If you don't find anything, write a note to the teacher and ask if you have missed something. Papers get lost on the way home or just don't make it to parents.

3rd-8th grade students will be issued daily assignment book. Assignments are to be written in this book. Test scores are also to be recorded. Parents should look at this book regularly. The successful student makes good use of this daily planner at home and in every class.

Homework should be done in a comfortable place where the student has proper space and privacy. The student should have minimum distractions. Be sure to allow as much time as needed for the work to be completed without rushing.

The time spent on completing regular homework assignments will vary according to grade level. A good average is approximately 10 minutes per grade. Generally, homework each night should take approximately 25-45 minutes for 1st-3rd grades, 45-60 minutes for 4th-6th grades, and 1-2 hours for 7th-8th grades. If your child is struggling for hours with homework, notify the teacher.

Homework should be checked to see if the assignments are done correctly in the earlier grades and in the later grades if the student has a history of missing or incomplete assignments. Parents/guardians should feel free to *assist* the student if necessary, but not actually *do* the assignment. *Showing that you are interested in school by monitoring and assisting in home assignments is critical for ensuring success.* This links school with home, and is a way of keeping up with the student's progress in school.

TEXTBOOKS AND MATERIALS

Students are responsible for assigned textbooks. Textbooks will be issued by code numbers. Lost textbooks or books damaged beyond normal usage will be the financial responsibility of the student's family. It is not wise to loan texts to other students. A book contract will be issued for record keeping. Students are expected to always have the appropriate text and notebook in class. **All textbooks must be covered.**

EIGHTH GRADE CLOSING EXERCISES

Eighth grade students will participate in closing exercises if they successfully pass their courses. Students who fail to successfully complete the eighth grade academic program and/or behave in an inappropriate manner will be excluded from end of year 8th grade activities. These activities include the 8th grade trip, 8th grade picnic, Upper School dance, and/or closing ceremonies. A student's participation in these activities is contingent upon the successful completion of our eighth grade program, which includes academics as well as citizenship. We request your assistance in reviewing the following school rules and policies with your child.

- Students are expected to follow all school rules each and every day until the end of year.
- Students are reminded that fighting and lack of respect for adults and their fellow students is unacceptable and will be dealt with in accordance with our school discipline code.
- Students are expected to complete all class and home assignments.
- “No students may engage in any conduct that jeopardizes the health, safety or welfare of any member of the school community, or in any conduct that disrupts or undermines the basic educational program” (The School District of Philadelphia, Code of Conduct).
- In the spring, a contract is developed and must be adhered to by all 8th graders.

REPORT CARDS

The report card is a way of documenting student progress throughout the school year. The first, second, and third report cards are distributed to parents/guardians during report card conferences. No report cards will be given directly to students at these times. The final report card is sent home with students on the last day of school in June.

2017/2018 Parent Conference Schedule:

November 20-22

February 14-16

May 2-4

Final Report Cards will be distributed on the last day of school

All students in kindergarten through grade eight receive a report card for each of these marking periods. Report cards provide marks for all of the major subject areas, specialty areas, behavior, and effort, as well as an attendance report.

PARENT TEACHER COMMUNICATION

Communication among parents/guardians, teachers, and school personnel is essential to a successful educational program. Conferences are of prime importance in sharing information about a child’s progress during the school year. They provide opportunities for the exchange of information between parents/guardians and child’s teacher regarding academic and emotional growth.

Report card conferences, involving the parents/guardians and teacher, are held at the end of the first, second, and third marking periods, at which time report cards are distributed. These conferences are usually scheduled for 10-minute blocks of time. If parents/guardians are unable to attend the conference at the scheduled time, the teacher must be notified at least 24 hours prior to the conference. If a longer conference is needed to address particular issues, a separate appointment should be made with the teacher.

In addition to the regularly scheduled conferences, a parent/guardian may arrange a conference at any time during the school year. Appointments can be made either by sending a note to the teacher or leaving a phone message for the teacher. The teacher will return the call so that a mutually convenient time can be arranged.

EDUCATIONAL PROGRAMS AND SUPPORT FAQ

What is the school reading program?

Balanced Literacy is the philosophy that guides the reading program at Henry. Students engage in reading, writing, listening and speaking through guided, shared and independent activities. Phonics is taught in the context of literature and student writing. Drill and practice are used when needed. Writer's workshop and literature circles are part of the literacy block. Students in grades K-3 are focused on learning how to read. Students in grades 4-8 focus on reading strategies to promote higher order thinking and comprehension skills. K-5 reading curriculum is Pearson ReadyGen and Saxon Phonics.

What is the school math program?

Students in grades K-8 use the *Pearson EnVision Math* program. In addition, all students are exposed to the PA Core Standards through a plethora of math materials that are on The School District of Philadelphia's curriculum engine. Henry School uses a hands-on approach to teaching mathematical concepts, reasoning and problem solving.

What is the science program?

The science program for K-5 focuses on appreciation and enjoyment of the subject of science. Children experience the science process skills using hands-on activities. The children keep learning logs and records of experiments. The program also consists of increasing the child's knowledge bank, problem solving, cooperative learning, and performance-based assessment.

Students in grades 6-8 learn science using the scientific method of discovery. They are urged to use critical thinking and problem solving skills to investigate a scientific problem and then draw conclusions after experimentation.

What standardized tests are administered and when?

Standardized tests mandated by the Commonwealth of Pennsylvania and The School District of Philadelphia will be administered in grades 3-8. Students will respond to constructed response questions in writing and complete multiple-choice questions. Results of all assessments are used by teachers to differentiate instruction. These assessments are administered throughout the school year and parents have access to the results on the parent link of SchoolNet. Classroom teachers will provide additional information to students and parents/guardians prior to all testing, especially the PSSA in the spring.

If after reviewing the test, parents/guardians find the test to be in conflict with their religious belief and wish their student(s) to be excused from the test, the parents/guardians must

provide a written request that states the objection to the Superintendent or Chief Academic Officer.

Does Henry School have a computer education program? Yes, Henry School has a comprehensive computer education program. The computer lab and all classrooms are networked and have Internet capability. Macintosh computers are in the lab and every classroom has at least one computer. Some classrooms have Macbook laptop carts and/or multiple Chromebooks for student use. The District utilizes filter software to help keep students from accessing inappropriate websites.

How is the Computer Lab used? The main function of the computer lab is to teach Computer Science. Children are taught keyboarding, word processing and presentation programs such as PowerPoint. Students are also taught how to conduct web searches while identifying appropriate resources for research. The server in the Main Lab contains over 100 curriculum related pieces of software in every subject area. Teachers are also able to take their classes to the computer labs for subject instruction, research, or special projects.

What is the art program? The goal of the art program is to enrich the student's perspective of art. The emphasis is to make children aware that art is all around us and should be appreciated. Students use various media in the art room including paint, paper, sculpture, and ceramics. The children also learn the elements of art and design.

Henry School has many talented students who choose to compete in citywide contests, and win numerous prizes of money or scholarships to various art institutes around the city.

What is the gym program? The Physical Education Program for kindergarten through grade 8 includes activities that improve and enhance physical skills including:

- Hand-eye coordination
- Fine motor control
- Body awareness
- Gross motor coordination

Three other goals of the program are to prepare students for lifetime sports, care about their physical fitness today and in the future, and to have fun.

What is Henry's instrumental music program? The instrumental program is a comprehensive curriculum with students studying an orchestral instrument from the string, woodwind, brass, or percussion family. Students begin study in the lower grades using school owned instruments. Instruments are provided free to students. Students receive a weekly group instrumental lesson and when they are ready, have the opportunity to participate in a large assembly: beginning band, string ensemble, and/or orchestra. These groups perform at various school functions: winter concert, spring concert, graduation, etc.

How are children selected to play instruments? In September, the instrumental teachers administer a group music readiness test to all the students in lower grades. Students are asked to compare pitches, melodies and rhythms and to indicate whether they are the same or different. This standardized test identifies children who can most easily hear the elements of music necessary to play an instrument. After the test is scored, students with the highest scores are notified of their eligibility for an instrument. Decisions are based on the instrument a student wants to play and its availability. Students who are not chosen for school instruments may rent or purchase their own instruments and will be taught if there is room in the class pertaining to their instrument.

What is MTSS? Multiple Tiered System of Supports is a three-tiered framework that can be thought of as a continuum of services, both academic and behavioral, with each tier part of an interrelated process. Instructional practices are evaluated and adjusted based on results of frequent, valid, and sensitive indicators of student outcomes. Any student in need of support can be referred. Classroom teachers or parents can request this support. Students in academic need (behind or above grade level proficiency), social/emotional need, or any other need are eligible for services.

The process is focused on helping the student be successful in the regular classroom setting. MTSS begins with focusing on issues that face groups of students experiencing similar barriers to learning. Teachers meet biweekly to discuss academic or behavioral concerns and develop a plan to help these students. The second level of MTSS focuses on individual student support. Team meetings are held with parents/guardians and may include your child's teacher, school counselor, nurse, and others who would be helpful in problem-solving for your child. After completion of the MTSS process, students may be identified for support through special education services or gifted support services.

What are the special education services?

CW Henry is an inclusive community of diverse learners that offers special education services based on each child's unique needs.

- Learning Support: Students who receive learning support services attend a research-based reading and/or math intervention programs in a small group instructional setting outside of the regular education classroom. Students are identified for this service through MTSS and may acquire help for longer or shorter periods of time depending on individual need. The learning support teacher works in collaboration with general education teachers in order to make accommodations and modify curriculum to help each student while in the general education setting.
- Autistic Support: The autistic support program at Henry is unique and inclusive based on need. All students attend lunch/recess and school-wide events with their typically developing peers. Some students also spend part of the day in the general education setting for specials and/or academics. Children receive research-based reading and math interventions in small groups in the autistic support setting. In addition, students receive individualized programming for academics, play/ social

skills, and behavioral support. Additionally, students spend time in the sensory room based on individual needs.

- **Speech/Language Support:** The Speech and Language Therapist supports students who have been diagnosed as having a speech or language disorder (ie. mis-articulating, language delays, or physical disabilities that interfere with speech and language.) The special education teacher with the help of parents and teachers develop an individual program for each child. In addition, the Speech and Language Therapist works very closely with the autistic support teachers and pushes in the autistic support classroom in order to help students generalize language skills.
- **Occupational Therapy:** The occupational therapist works in collaboration with both special education and general education teachers to create sensory diets in order to best meet each student's unique needs. Tools, modifications, and strategies are embedded throughout the day across settings in order to help each learner achieve his/her highest potential.

Contact the principal or counselor for more information.

How is a child identified for Gifted Support? Identifying a gifted child is an in-depth process, which involves reviewing a variety of information from multiple people and available data. Just as every individual is unique and exhibits his or her own personality, "giftedness" manifests itself differently in every child. The identification process for Gifted and Talented Education encompasses a broad range of evaluation measures, which may include teacher recommendations, parent input, a portfolio of student-created work, a psychologist's evaluation, a checklist of giftedness indicators, and/or standardized test scores. At CW Henry, that includes assessment results and/or progress monitoring data from the PSSA, Benchmarks, DRA, Aimsweb, Gates McGinnity and/or the Naglieri Nonverbal Assessment Test (NNAT3). In the spring of 2017 the School District of Philadelphia began administering the NNAT to all 2nd graders and the plan is for this to continue every year moving forward.

The CW Henry MTSS leadership team reviews the files of potential candidates at their weekly meetings. A formal evaluation administered by the school psychologist may be recommended at this time but keep in mind the determination of gifted eligibility comes from a variety of sources. There is no ONE measure to determine giftedness. Intellectual ability is not equated with an IQ score alone. IQ alone does not determine gifted eligibility.

At Henry we believe that it is most developmentally appropriate to begin identifying students that could be in need of gifted support services towards the end of 2nd grade/beginning of 3rd grade. We find that is when the data is comprehensive and robust enough to clearly illustrate how a given student is distinguishing him/herself from his/her peers and therefore potentially in need of specially designed instruction. If you feel that

your child qualifies for gifted support, you can speak to your child's teacher or the counselor.

The Gifted Support program allows students who have been identified by meeting qualifications and MTSS. Students who are identified as gifted, by the school psychologist, will receive enrichment from through differentiation within their classroom. The Gifted Individualized Education Plan *GIEP* allow for teachers to plan specifically for the needs of each child. If you feel that your child qualifies for gifted support, you can speak to your child's teacher or the counselor.

When should I call the school counselor? The school counselor is concerned with the educational, vocational, personal, and social/emotional development of students in relation to their total school experience. Parents can call the counselor when a child has a problem adjusting to school. The parents of 7th and 8th grade students are to contact the counselor to plan for high school placement and possible career choices.

Is there a uniform bank at Henry? Yes, parents can donate new or used uniforms in good condition. If your child is in need of any clothing item, please see the counselor.

What sports are at Henry? Henry School believes that sports are an important component of our educational program. There are after school sports programs in softball, basketball, volleyball, track, kickball, and dragon boating. Flyers announcing tryouts for all sports are sent home to age appropriate students by the team sponsors.

Does Henry have extra-curricular activities? Yes, Henry School emphasizes growth in the arts, humanities and the physical well being of all its students. Students in grades 1-8 are encouraged to participate in age appropriate activities. The purpose of these activities is to increase student self-esteem, build community spirit, and develop student potential. EC clubs are sponsored by staff members and include tutorial services. Information will be distributed as the year progresses.

Is there a nurse at the school? Yes, there is a nurse on staff five days a week. The school nurse takes care of students who become sick or injured during the school day, administers required medications, provides health screenings, and maintains a comprehensive health record for each student. All students must be up to date on immunizations. Failure to comply with immunization requirements necessitates exclusion from school. Nursing service is provided based on the number of students enrolled and may vary from year to year. The Health Room is located in room 103A across from the Main Office.

If your child has a health problem or any physical activity restrictions, please inform the nurse in September. This information will be included in the confidential medical record and will be shared with the school staff based on their need to know.

In the event that the nurse is not present, the principal, or her designee will provide first aide.

What if my child needs medication during the school day? Medications may be administered in the school if necessary. For long term medications, please see the nurse for the School District form, which must be signed by your child's doctor and signed by the parent before administration can begin. Short-term medications (less than 10 days), such as antibiotics, may be given with a signed note from the parent. The time when the medication must be administered should be indicated. All medications must be in the original prescription container with the pharmacy label in place. When the nurse is not in the building, the principal or her designee will administer medication.

Immunization of Students

All pupils must be completely immunized or exempted before admission to any public, parochial, or private school in Pennsylvania. The Pennsylvania Department of Health, the Philadelphia County Board of Health, and The School District of Philadelphia require this. The reason for requiring immunization is to protect pupils from preventable communicable diseases and their medical and educational complications.

For attendance in all grades children need the following:

- 4 doses of tetanus, diphtheria, and acellular pertussis*
(1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)**
- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity
 - *Usually given as Dtp or DTaP or if medically advisable, DT or Td
 - ** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose
 - *** Usually given as MMR

On the first day of school, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion

For attendance in 7th Grade:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade.
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade.

On the first day of 7th grade, unless the child has a medical or religious/ philosophical exemption, a child must have had the above vaccines or risk exclusion.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

C. W. HENRY CODE OF CONDUCT

C.W. Henry is a conflict resolution school. We never use violence to settle our differences. We try to talk it out, walk away, or enlist the support of an adult. We are a member of a community and we take responsibility for everyone.

We are a “No Place for Hate” school and a place where making good choices is both encouraged and rewarded. Teachers use “Gimme 5” as a school-wide climate symbol. Students are expected to “Be Respectful, Be Responsible, Be A Problem Solver, Be Peaceful/ Caring, and Be A Learner.” Classroom and school-wide norms generated by staff, students, and parents define what actions must occur in order for meaningful learning to take place at C.W. Henry.

We have implemented a Positive Behavior Support Program called “Caught Being Good.”

- Tickets are given to children who are “*caught*” doing the right thing.
- Tickets can be given in the classroom, hallway, recess yard, lunchroom, prep class, etc. by the classroom teacher or any other staff member in the building
- Every staff member will have tickets on them at all times
- Every student has a chance to EARN tickets. Once earned, tickets may not be taken away as a punishment
- Drawings are every other Friday afternoon
- A WINNER FROM EACH CLASSROOM IS CHOSEN. It gives each class a good feeling knowing that their classroom will be chosen and they must keep working hard.
- There is a Caught Being Good bulletin board outside of the main office to highlight our winners

Our school is also a pilot school for Second Step and Restorative Practices.

- The Second Step Social-Emotional Learning (SEL) Program gives students the tools to excel in and out of the classroom. Our easy-to-teach program garners outstanding reviews from educators who’ve noticed schoolwide improvement and see even the most challenging students make progress in emotion management, situational awareness, and academic achievement.
- The Second Step Suite and restorative practices in schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies.

Consequences

- **Discipline Referral Forms** – Referral forms will be sent home for signature when a student breaks the code of conduct. Once a student has acquired three referrals, they will be referred to our Dean with a “Pink Slip”.
- **Pink Slips** – Pink slips are included in a student’s permanent record. They are issued when a student acquires three or more discipline referral forms for the following violations: assault, physical fighting, terroristic threats, destruction of school property, theft, bullying, use of profanity, or any major infraction that violates the student’s code of conduct.
- **Suspensions** – In- School and Out-of-School suspensions, for violations of the student code of conduct, require reinstatements. A reinstatement will occur between the parent, student, principal and/or dean.

CELL PHONE POLICY

** This policy also applies to iPods, iPads, MP3 players, personal laptop computers, etc. **

Henry School policy allows **the possession** of telecommunications devices by students during the regular school day. Henry School policy also states that the telecommunications device **may not be kept on the student’s person**. This means that the device must be kept in a purse, book bag, etc.; **it cannot be kept in the pocket of pants, coats, etc.**

During the school day (defined as being from the time a student arrives at school each morning until school is dismissed for the day), **these devices also must be turned off and may not be used by students**. These devices are a potential distraction to the classroom learning environment and potentially disruptive to the school climate. Also, for safety reasons, while students are riding school buses this policy is in effect just as if the student was in a classroom during the school day.

In any instance requiring an emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone. **The only exception to this policy is in the event of an emergency school closing. If the announcement is made to close schools early, students will be permitted to use their cell phones to call a parent or guardian.**

The only reasons for school personnel to ask a student to surrender a cell phone, etc. would be:

- if the cell phone **rang** or **vibrated** (which would mean that the phone **was turned on**, and in violation of the policy),
or
- if school personnel **saw the cell phone, etc.** (which would mean that the device **was visible or on the student’s person**, and in violation of the policy).

If a student is found to be in violation of the Cell Phone Policy, **the device (cell phone, etc.) will be confiscated by school personnel**. Refusal by a student to surrender the device is not an option. Cell phones, etc. confiscated as a result of a **first violation** may be returned to a parent or guardian. **Devices confiscated as a result of further violations (second,**

third, etc.) will not be returned until the end of the marking period, regardless of contracts, monthly payments, difficulty of circumstances, etc.

STUDENT REFUSAL TO SURRENDER TELECOMMUNICATIONS DEVICE PROCEDURE

If a student is found to be in violation of the Cell Phone Policy, he/she will be asked by school personnel (teacher) to surrender the device. If he/she does so, and it is the first offense, the device will be returned to a parent or guardian. If it is the second (or more) offense, the device will be kept by the school until the end of the marking period.

WEAPONS POLICY

No weapons of any type are permitted on school grounds or on the bus. This rule includes all types of firearms, explosives, knives (including penknives), martial arts equipment, and any other item that could be classified as a weapon, including any toy replicas. Furthermore, no object may be used to intimidate or threaten other students. Students who violate this rule will be subject to disciplinary action and police arrest.

BULLYING/CYBERBULLYING

Bullying can be exhibited by an intentional physical, psychological, verbal, nonverbal, written, or electronic act or series of acts directed at another student or students which occurs in and/or outside the school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- ✓ Substantial interference with a student's education
- ✓ Creation of a threatening and hostile learning environment
- ✓ Substantial disruption of the orderly operation of school.

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

- ✓ It is intentional or deliberate aggressive behavior or harm doing, and
- ✓ It is carried out repeatedly over time, and
- ✓ It occurs within an interpersonal relationship where there is an imbalance of power

Bullying should always be reported to an adult. All allegations of bullying will be investigated and acted upon.

We fully support, uphold, and endorse The School District of Philadelphia's Code of Student Conduct and utilize the approved corrective actions. The Code of Conduct can be found on <http://www.phila.k12.pa.us/offices/administration/policies/CodeofConduct.pdf>

SCHOOL DAY INFORMATION

Bell Schedule

Grades K-8

8:20 AM Start Time for Teachers

8:30 AM Start Time for Pupils

3:09 PM Dismissal

8:30 AM	School Begins
8:30 AM – 9:30 AM	First Period
9:30 AM – 10:15 AM	Second Period
10:15 AM - 11:00 AM	Third Period
11:00 AM- 11:45 AM	Fourth Period
11:45 AM- 12:30 PM	Fifth Period
12:30 AM- 1:15 PM	Sixth Period
1:15 PM- 2:00 PM	Seventh Period
2:00 PM - 2:45 PM	Eighth Period
2:45 PM - 3:09 PM	Ninth Period
3:09 PM	Dismissal

Lunch Periods

K, 2, and 4: 11:00-11:45

6-8: 11:45-12:30

1,3, and 5: 12:30-1:15

SCHOOL ADDRESS:

**601 Carpenter Lane
Philadelphia, PA 19119**

TELEPHONE NUMBERS:

Main Office: 215-400-3480

Fax: 215-400-3481

SCHOOL POLICY FOR LOCKER USE

Section 109.8

Adopted: May 2, 2003

Locker Policy Statement:

The policy of the School District is to cooperate with representatives of Federal, State, and City government agencies in the performance of their official duties.

Policy Explanation:

The Fourth Amendment of the United States Constitution prohibits unreasonable searches and seizures. While students attending Philadelphia Public Schools clearly are protected by the Fourth Amendment (through the Fourteenth Amendment), the school setting has been recognized as special, and school officials are granted a broader range of powers in maintaining a safe and orderly environment than that which is applicable to society generally. The reasonableness of any search depends on the context within which the search takes place balancing the need for the search against the intrusion that it entails. There are several different types of “searches” that may arise in the school setting, and each type involves different underlying educational and safety needs, privacy concerns, and standards of reasonableness. The intrusiveness of any search must be reasonably related to the scope of search necessitated by these factors.

Policy Procedure:

School Lockers and Desks

1) Every pupil is to sign Form H-33, Student's Locker Record, when assigned a locker, and/or every pupil is to be given a copy of the current student handbook which sets out the policies that are presented below.

a) You have been loaned a locker and lock for the current school term. You are advised that both the locker and lock are the property of the School District of Philadelphia. In the event your lock is lost, you are to notify the school office immediately. Under no circumstances are you to switch or replace the school's lock with your own. The school has retained a copy of your locker number and the combination to your lock.

b) no contraband (drugs, alcohol, weapons, money, pagers/beepers, cell phones, other telephonic or electronic devices, cigarettes or proceeds from criminal conduct) is to be kept in any school locker or other assigned storage area (including desks, lab, gym, or shop compartments).

c) the locker is loaned to you only and is not to be shared with other students or outsiders (unless you have permission from the locker committee). Be sure your locker is locked when you leave it.

d) the school administration reserves the right to inspect lockers, desks and other storage areas and their contents to protect the health, safety and general welfare of everyone in the school community.

e) money or other valuables should not be left in school lockers, desks or storage areas.

Neither the school nor The School District of Philadelphia is responsible for loss of property stored in your school locker or other storage compartments.

2) The following notice is to be posted in the locker rooms or areas, and/or shall be included in the student handbook:

a) Lockers are the property of The School District of Philadelphia. As a condition of providing student lockers, the School District reserves the right to enter lockers at all times, without the permission of the pupil to whom the locker is assigned. Students who use school lockers implicitly agree to these terms of use.

b) It is further agreed by pupils that entry into lockers by The School District of Philadelphia is a lawful search, and any items found therein which are unlawful to possess, or which have been used contrary to any school rule or policy, may be confiscated.

3) Before opening the locker for inspection, the principal or other authorized school administrator may designate three persons to be present at the inspection. A written record shall be kept of each locker inspection. The record is to include the date, time, reason(s) for the inspection, persons present, objects found and their disposition. At the discretion of the principal or other school administrator the student to whom the locker is assigned shall be notified of the search and may be present during the inspection.

4) Whenever the inspection of a pupil's locker is based on a reasonable suspicion that the contents may create an emergency, or pose a threat to the health, safety and welfare of persons in the school, the principal or other authorized school administrator may open the locker immediately.

5) Students shall be notified at the beginning of each school year that:

a) Desks are the property of the School District of Philadelphia. The School District of Philadelphia reserves the right to enter students' desks at all times, without the permission of the student(s) assigned to the desk.

b) Use of the storage portions of desks by students is with this implied agreement. It is further agreed by pupils that entry into desks by the School District of Philadelphia is a lawful search, and any items found therein which are unlawful to possess or which have been used contrary to school rule or policy, may be confiscated.

6) Questions and concerns regarding search and seizures are to be referred promptly to the Law Department. The information presented in this section must be reviewed periodically during the students' advisory periods.

**SCHOOL DISTRICT OF PHILADELPHIA
CHARLES W. HENRY 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 C. W. Henry 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 **Charles W. Henry 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:
 - **Invite participation in parental involvement policy at general meetings, such as Back to School Night and PTA meetings, parent report card conferences in November, February and April**
 - **Invite participation through written regular notices that are sent home with students**
 - **Conduct surveys to determine areas of parent interest and ability to participate**

2. The **C. W. Henry School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - **Distribute a monthly calendar listing dates of all meetings, class trips, early dismissals, and professional development days during which time parents are invited to participate in school review and improvement**
 - **Post items of interest and for discussion on the parent table and on Henry's website**
 - **Institute a suggestion box in the main office for parent input**

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.

4. The **C. W. Henry School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies such as after school activities, sports, enrichment programs, summer school, etc:

- **Communicating need for participation through monthly calendars**
- **Posting notices on parent bulletin board**
- **Sending regular invitations through the mail and student distribution in school**

5. The **C. W. Henry 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.

- **Parent input will be solicited at report card conferences in November, February and May using written and verbal feedback from parents. Teachers**

will distribute and collect comment forms. This feedback will be used to determine effectiveness of the parent involvement policy at Henry.

6. The C. W. Henry 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 C. W. Henry School will, with the assistance of the School District, provide assistance to parents, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I-Part A,
 - how to monitor their child's progress, and
 - how to work with educators.
- **Invite parents to volunteer in the classroom to experience the core curriculum**
 - **Encourage parent participation on educational school trips**
 - **Invite parents to informational and incentive assemblies throughout the year**

B. The C. W. Henry 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:

- **Provide parent development sessions to inform parents regarding curriculum initiatives and technology throughout the year as needed**
- **We will inform parents of Title 1 information on September 19, 2017.**

C. The C. W. Henry 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:

- **Engaging in regular staff development as designated by the District and Neighborhood Network.**
- **Providing regular parent access to SchoolNet and the School District website in order to inform them about curriculum, assessment and quality of life issues**
- **Provide workshops on how to communicate with parents**

D. The C. W. Henry 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:

- **Posting opportunities on Henry's website for parent involvement**
- **Providing a calendar of school activities that include opportunities for parent involvement**
- **Review of upcoming activities at PTA meetings**
- **Monthly visits for parents of preschool children to observe kindergarten classrooms**
- **Kindergarten visit from neighborhood preschools in spring**
- **Open House in May for parents**

E. The C. W. Henry 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:

- **Henry School will distribute information using communication folders every week, calendars every month, and flyers in a uniform and understandable format as needed**
- **Henry School will publish email and update information on our website in order to increase understanding**
- **Henry School will have a Parent Desk outside of main office with information of events and workshops that occur at school or at PTA meetings**
- **Henry is scheduled to have monthly PTA meetings on the 3rd Tuesday of every month**
- **Henry School will have a Back to School Night and a Title 1-information session on September 19, 2017.**
- **Henry School will hold parent report card conferences during the school year**

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

PART IV. ADOPTION

The school will review and final this policy on September 19, 2017 at Back to School Night.

Fatima M. Rogers, Principal

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Please Note: □ ***The C.W. Henry School Staff reserves the right to amend and/or adapt this handbook, including its policies, at any time during the school year.***