

The School District of Philadelphia



2023-2024
STUDENT-PARENT HANDBOOK

SOLOMON SOLIS-COHEN SCHOOL
7001 HORROCKS STREET
PHILADELPHIA, PA 19149

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Dr. Michelina Serianni, Principal
Ryan Smith, Assistant Principal
Legnaly Moret, Assistant Principal

THIS BOOK BELONGS TO:

Solomon Solis-Cohen
LEARNING NETWORK 8
7001 Horrocks Street
Philadelphia, Pa 19149

DR. MICHELINA SERIANNI, PRINCIPAL
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(FAX): 215-400-3251

Welcome to Solis-Cohen 2023-2024 School Year!

Dear Solis-Cohen Families,

We would like to take this opportunity to welcome you to a new and exciting year at Solomon Solis-Cohen. The entire Solis Cohen Staff is looking forward to collaborating with you and your child(ren) on August 23rd, 2023 in person. In order to launch the school year as smoothly and successfully as possible we have several immediate goals that we need your help with:

Goal 1: 100% of students will be in person by 7:30 AM daily.
Doors open at 7:00 AM for breakfast.

Students are expected to: Be in school uniform each day, be prepared each day, ready to learn and engage in instruction, complete assignments on time each day for each class, adhere to the Code of Conduct at all times while engaging in learning, abide by all policies and procedures, and submit their work assignments for each day, by a pre-established deadline for completion of that work as communicated by the teacher.

Parents are expected to: Have their students in school uniform each day, have their children ready to engage everyday in learning, support their children in logging into the system, if necessary, assist with contacting support from teachers if their child is struggling, contact the teacher each time their child is unable to attend school on any day and provide the reason and share with the teacher or school based staff any barriers to their child's continuous attendance that could impact the students educational achievement.

Goal 2: 100% of students will have a Chromebook or laptop.

Chromebooks & WiFi – This is the SDP website that includes information about Chromebook pick-up and repair centers, information about free and low-cost high-speed internet, as well as steppers and guides for accessing your child's account (scroll down to "Resource Center for Remote Learning"). Please note, we strongly recommend that you use a Chromebook. Each child in your household will need their own Chromebook or computer, if needed. iPads, tablets and smartphone devices will not allow your student to access the full remote learning experience (Click [HERE](#) for internet information).

Goal 3: 100% of Solis-Cohen families will have Parent Portal accounts.

Parent Portal – Please make sure you have a Parent Portal account. This is where you will be able to view your child’s grades, attendance, immunization records, and more. (Click [HERE](#) for Parent/ Family Portal information)

Goal 4: 100% of students will be able to access their Student Portal account.

Student Portal – Students will access their Google Classroom account, Imagine Learning and Imagine Math, email and more! They must log in with their Student ID number and password. Kindergarten students will receive their passwords soon as they are available. Students entering grades 1-5 will have the same password as last year. Your child’s School District of Philadelphia email address is their 8 digit student ID number@philasd.org (for example 12345678@philasd.org). (Click [HERE](#) to login to the Parent/ Family Portal and Student Portal)

Accompanying this letter is a survey to gauge our readiness. Please take the time now to see where you are in meeting each of these goals and complete the survey. The sooner we have your survey results the sooner we can reach out to help you and your child be ready for September 2nd.

Together, we must remain committed to assisting all of our students with obtaining both academic and social success, whether it is virtually or in school.

Thank you for your support.

Sincerely,


Dr. Michelina Serianni

Principal & The Solis-Cohen Staff

SOLOMON SOLIS-COHEN SCHOOL PROFILE

SOLIS COHEN VISION

Solis-Cohen Elementary School Vision Statement



We show we **CARE** by promoting an inclusive environment where we are intentional in cultivating meaningful relationships that address the academic, social, and emotional needs of our students, family and community.

We foster a **GROWth** mindset in our students by instilling a curiosity for learning which extends beyond the classroom while holding our students to measurable and high academic standards developed to meet the needs of the 21st century.

We **LEARN** when we challenge our minds to stretch to new capacities. We encourage student learning in traditional and non-traditional ways, inside and outside of the classroom. We foster an enthusiastic, creative community of learners who are challenged and supported to become the best version of themselves.

We **THRIVE** as a school community by ensuring every child is nurtured to dream and have the aspiration to reach their individual potential. We use our past experiences to shape our future actions, striving each day to utilize data and outcomes to become the best version of our School.



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FOCUS

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

DEMOGRAPHICS

We currently serve approximately 1,300 students in grades K through 5th grade. Twenty six percent of Solis-Cohen students are African American, twenty five percent are Latino, twenty two percent are Asian, fourteen percent are Caucasian, and twelve percent are multicultural. Twelve percent of our students receive special education services. Forty two percent of our students are English Language Learners.

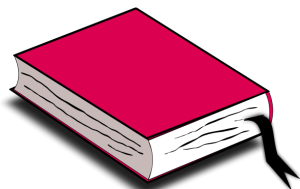
LEADERSHIP TEAM

Solis-Cohen's Leadership Team is composed of the Principal, 2 Assistant Principals, 2 Counselors, Teacher Leaders, Technology Teacher Leader, Building Representative, and twelve PLC Facilitators who represent specific grade level or content teams and serve as a liaison between their respective teams and administration. The Leadership Team meets throughout the school year to discuss curriculum and instruction, student achievement, school climate and culture, educational technology, and relevant school issues that impact our academic programs.

CURRICULUM

- Back-mapped for success to ensure that activities are driven by rigorous standards.
- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

READING



Solomon Solis-Cohen will utilize *The School District Curriculum Units alongside Imagine Learning* as our core reading program for grades K-5.

Instructional Focus Areas:

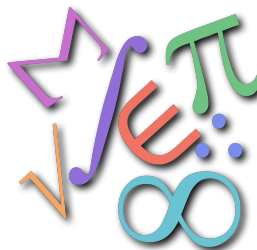
Fluency
Vocabulary
Grammar (*Syntax and Sentence Structure*)
Content Knowledge
Comprehension

Analysis
Phonological Awareness
Phonics
Writing
Speaking and Listening

MATH

Solomon Solis-Cohen will utilize **Illustrative Math**

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.
- **Guiding Principles:**
 - Purpose-Driven Work
 - Rich + Meaningful Task
 - Equitable Discourse
 - Question + Curiosity
 - Valuing Diverse Thinking



SCHOOL LEADERSHIP

LEADERSHIP TEAM

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ADMINISTRATIVE TEAM

- Principal: Dr. Michelina Serianni
- Assistant Principal: Mrs. Legnaly Moret
- Assistant Principal: Mr. Ryan Smith
- Dean of Students K-2nd- Erin Nolan
- Dean of Students 3rd-5th - Denise Baumbach
- Dean of Attendance- Cassandra Ward
- Counselors: Ms. Laurie King (K-2)/Louisa Gyandoh (3-5)
- Special Education Liaison: Demetra Diamantas
- School Based Teacher Leader/Test Coordinator: Lauren D'Aurizio
- ESOL Coordinator: Claire Dimartini
- Reading Specialist: Sarah Heinz

SAFETY TEAM

The Solis-Cohen Safety Team collaborates to promote a positive school climate and works diligently to establish school wide routines and procedures that ensure a safe environment for all members of our learning community. The Safety Team examines data and develops initiatives to refine daily operations, to reduce suspensions, to improve facility conditions, and to promote daily and punctual attendance for our students. The Safety Team typically meets once a month, but will convene as needed. If you have a concern in regard to the facility, daily operations, or school climate (student attendance, suspensions, etc.), please contact one of the team members listed below.

Principal

Dr. Michelina Serianni

Assistant Principal

Legnaly Moret

PFT Representative

Aimee Lombardo

Cassandra Ward

Teacher Leaders

Lauren Aurizio: Math and Literacy

Sarah Heinz: Literacy

Claire DiMartini: ESOL/Coordinator

Assistant Principal

Ryan Smith

Counselor/RTII Leads

Laurie King

Louisa Gyandoh

Building Engineer

Jimmy Smith

Dean of Students

Erin Nolan & Denisse Baumbach

SCHEDULES AND CALENDARS

MTSS= Below grade Level Supports

SGI= At/Above Level Work

Level 1 Groups =ESOL Level 1 pull out groups

Grade K Monday PLC Tuesday SEL	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
141 DPJ	Lit Phonics	Lit Shared Writing	Lit Shared Reading	Lit SGI Horner Level 1 Groups	Math	Math	L	P	SS/SCI
143 SH	Math	Math	Math	Lit Shared Reading/ Writing	Lit SGI Horner Level 1 Groups	Lit Phonics	L	P	SS/SCI
144 AF	Math	Math	Math	Lit Shared Reading/ Writing	Lit Phonics	Lit SGI Horner Level 1 Groups	L	P	SS/SCI
146 JW	Lit Phonics	Lit Shared Reading	Lit SGI Horner Level 1 Groups	Lit Shared Writing	Math	Math	L	P	SS/SCI
153 SC	Lit Phonics	Lit Shared Reading	Lit Shared Writing	Lit SGI Lombardo (Co teach)	Math	Math	L	P	SS/SCI
155 KE	Math	Math	Math	Lit Phonics	Lit SGI Lombardo (Co teach)	Lit Shared Reading/Wri ting	L	P	SS/SCI
157 MOB	Lit Phonics	Lit SGI Lombardo (co teach)	Lit Shared Reading	Lit Shared Writing	Math	Math	L	P	SS/SCI

Grade 1 Monday SEL Tuesday PLC	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
231 Mitchell	MTSS Titus MTSS	Lit SGI Titus SGI	Lit Shared Reading/W riting Lombardo Shared Reading/W riting	Lit Phonics	L	SS/Sci	P	Math	Math
233 Kisthart	MTSS Titus MTSS	Lit Phonics	Lit Shared/ Reading and Writing Titus Shared Reading/ Writing	Lit SGI Titus SGI	L	SS/Sci	P	Math	Math
234 Witte	MTSS Portnoy MTSS	Lit SGI Portnoy SGI	Lit Shared Reading/ Writing Portnoy Shared Reading/ Writing	Lit Phonics	Sci/SS	L	P	Math	Math
235 Koss	MTSS Meyers MTSS	Math	Math	SS/Sci	Lit Phonics	L	P	Lit SGI Meyers SGI	Lit Shared Reading/ Writing Meyers Shared Reading/ Writing
236 Crane	MTSS Meyers MTSS	SS/Sci	Lit Phonics	Lit SGI Meyers SGI	Lit Shared Reading/ Writing Meyers Shared Reading/ Writing	L	P	Math	Math
237 Rdesinski	MTSS *Portnoy MTSS	SS/Sci	Lit Phonics	Lit SGI Portnoy SGI	Lit Shared Reading/ Writing Portnoy	L	P	Math	Math

					Shared Reading/ Writing				
239 Hinz	MTSS *Portnoy MTSS	SS/Sci	Math	Math	LIT Phonics	L	P	Lit SGI Portnoy SGI	Lit Shared Reading/ Writing Portnoy Shared Reading/ Writing
240 Pudlo	MTSS *Meyers MTSS	Lit SGI Meyers SGI	Lit Shared Reading/ Writing Meyers Shared Reading/ Writing	Lit Phonics	Sci/SS	L	P	Math	Math
242 Deissler	MTSS *Titus MTSS	Math	Math	Sci/SS	LIT Phonics	L	P	Lit Shared Reading/ Writing Lombardo Shared Reading/ Writing	Lit SGI Lombardo SGI

Grade 2 Tuesday SEL Wednesday PLC	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
221 Rowser	Lit Phonics	Math	Math	P	L	Lit Shared Reading/ Writing Vacancy Shared Reading/ Writing	Lit SGI VACANCY SGI	MTSS Vacancy MTSS	SS/Sci
223 McMonagle	MTSS *Letizio MTSS	SS/Sci	Lit Phonics	P	L	Lit SGI Letizio SGI	Lit Shared Reading/ Writing Letizio Shared Reading/ Writing	Math	Math

225 Mack	MTSS *Letizio MTSS	SS/Sci	Math	P	L	Math	Lit Phonics	Lit Shared Reading/ Writing Letizio Shared Reading/ Writing	Lit SGI Letizio SGI
226 Martinez	Lit Phonics	Math	Math	P	L	Lit SGI DiMartini SGI	Lit Shared Reading/ Writing DiMartini Shared Reading/ Writing	MTSS Vacancy MTSS	SCI/SS
227 Buckley	MTSS *Letizio MTSS Shared Writing	Lit SGI Letizio SGI	Lit Letizio Shared Reading	P	L	Lit Phonics	Sci/SS	MATH	MATH
228 Rolland	MTSS *Monroe MTSS	Lit SGI Monroe SGI	Lit Shared Reading/ Writing Monroe Shared Reading/ Writing	P	L	Lit Phonics	Math	Math	SCI/SS
230 Andersen	MTSS *Monroe MTSS	Sci/SS	Lit Phonics	P	L	Lit Shared Reading/ writing Monroe Shared Reading/ Writing	Lit SGI Monroe SGI	Math	Math
232 Orlando	MTSS *Monroe MTSS	Math	Math	P	L	Sci/SS	Lit Phonics	Lit Shared Reading/ Writing Monroe Shared Reading/ Writing	Lit SGI Monroe SGI

Grade 3 Thursday PLC Friday SEL	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
213 Cioffi	MTSS *Mc Glynn MTSS	SS/Sc	Math	Math	Lit Shared Reading	P	L	Lit SGI McGlynn	Lit Phonics

								SGI	/Shared Writing McGlynn Level 1 Groups
214 Marshall	MTSS *Wyche MTSS	Sci/SS	Math	Math	Lit Shared Reading	P	L	Lit Phonics/ Shared Writing Wyche Level 1 Groups	Lit SGI Wyche SGI
215 McCann	MTSS *McCORMICK MTSS	Sci/SS	Lit Shared Reading	Lit SGI McCORMICK SGI	Lit Phonics /Shared Writing McCORMICK Level 1 Groups	P	L	Math	Math
216 Paulson	MTSS *Wyche MTSS	SS/Sci	Lit Shared Reading	Lit SGI Wyche SGI	Lit Phonics/ Shared Writing Wyche Level 1 Groups	P	L	Math	Math
217 Czulada	MTSS *McGlynn MTSS	Lit Phonics/ Shared Writing McGlynn Level 1 Groups	Lit SGI McGlynn SGI	Lit Shared Reading	Sci/SS	P	L	Math	Math
218 K. Nolan	MTSS *Wyche MTSS	Lit SGI Wyche SGI	Lit Phonics /Shared Writing Wyche Level 1 Groups	Lit Shared Reading	SS/SCI	P	L	Math	Math
219 Le Blanc-Barcus	MTSS *McCormick MTSS	Lit Phonics/ Shared Writing McCormick Level 1 Groups	Lit SGI McCormick SGI	Lit Shared Reading	Sci/SS	P	L	Math	Math
220 Priole	MTSS *McGLYNN MTSS	SS/Sci	Lit Shared Reading	Lit SGI MCGLYNN SGI	Lit Phonics /Shared Writing MCGLYNN Level 1 Groups	P	L	Math	Math

Grade 4 Cycle Thursday SEL Friday PLC	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
121 Pomales	121 Lit Shared Writing Grutzmacher (in 110) Level 1s Groups	121 Lit SGI Grutzmacher (co teach) SGI MTSS- Martin (take out)	121 Lit Shared Reading	L	123 Lit Shared Reading	123 Lit SGI (in 121) Grutzmacher (co teach) SGI	123 Lit Shared Writing Grutzmacher (in 110) Level 1 groups	121 SS	P
123 Bellman	123 Sci Lombardo MTSS (pull out)	123 MATH	123 MATH	L	121 MATH	121 MATH	121 SCI	123 SS/SCI	P
125 Binckley	125 Sci Lombardo MTSS (pull out)	125 MATH	125 MATH	L	127 Sci	127 MATH	127 MATH	125 SS/Sci	P
127 Kirk	127 Lit Shared Writing *Elstein Level 1 groups	127 Lit SGI Elstein co-teach SGI MTSS- Martin (take out)	127 Lit Shared Reading	L	125 Lit Shared Reading	125 Lit Shared Writing Elstein Level 1 Groups	125 Lit SGI Elstein co-teach SGI	127 SS	P
126 Mitchell	126 Lit Shared Writing Grutzmacher (in 110) Level 1 groups	126 LIT Shared Reading	126 LIT SGI Grutzmacher Co-teach SGI MTSS- Martin (take out)	L	128 LIT SGI Grutzmacher co- teach SGI	128 Lit Shared Reading	128 Lit Shared Writing *Grutzmacher level 1 groups	126 SS Grutzmacher MTSS (take out)	P
128 Sheetz- Bradley	128 Sci/SS	126 Math	126 Math	L	126 SCI	128 MATH	128 MATH Dr. Martin MTSS (take out)	128 Sci/SS	P
130 Rodriguez	130 SCI/SS	130 Math	130 Math	L	132 SCI/SS	132 Math	132 Math Dr. Martin	132 Sci/SS	P
132 S Freedman	132 LIT	132 Lit Shared Reading	132 Lit SGI Elstein SGI co teach	L	130 LIT SGI Elstein SGI	130 LIT Shared Writing Elstein	130 LIT Shared Reading	132 SS Elstein (co teach) SGI	P

	Shared Writing Elstein Level 1 groups		MTSS- Martin			Level 1 groups			
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Grade 5 Cycle Thursday SEL Friday PLC	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
113 Littles	113 SS/Sci	114 SCI	P	114 Math	114 Math *MTSS Martin	L	113 MATH	113 MATH	113 SCI/SS
114 O'Neill	114 SS *Protin MTSS (take out)	113 Lit SGI Protin SGI co teach	P	113 LIT Shared Writing Protin Level 1 groups	113 Lit Shared Reading	L	114 Lit	114 Lit Sorden SGI	114 Lit *SORDEN Level 1 groups
116 Boyce	116 SS/Sci	119 Sci	P	119 MATH	119 MATH	L	116 Sci/SS	116 Math MTSS Martin	116 Math
119 Plush	119 SS	116 LIT Shared Reading	P	116 LIT Shared Writing Protin Level 1 groups	116 LIT SGI Protin SGI co teach MTSS Martin-take out	L	119 LIT Shared Reading	119 LIT SGI Protin SGI	119 LIT Shared Writing *Protin level 1 groups (in 110)
115 Miles	115 SS/Sci	117 SCI	P	117 Math	117 Math	L	115 Math	115 Math MTSS- Martin	115 Sci/SS
117 Bowman	117 SS *Protin MTSS (take out)	115 Lit Shared Reading	P	115 Lit SGI SORDEN SGI	115 Lit Shared Writing SORDEN Level 1 groups	L	117 Lit SGI SORDEN SGI	117 Lit Shared Reading	117 Lit Shared Writing *SORDEN Level 1 groups
118 C Kusienski	118 LIT Shared Writing SORDEN (in 110)	118 LIT SGI SORDEN (in 118) SGI	P	118 LIT Shared Reading	120 LIT Shared Reading	L	120 LIT SGI McCormick (in 118) SGI	120 LIT Shared Writing McCormick (in 210)	118 SS MTSS Martin (take out)

	Level 1 groups							Level 1 groups	
120 L Rojas	120 SS	120 Math	P	120 Math	118 SCI	L	118 Math	118 Math	120 SCI/SS MTSS Martin (take out)

ESOL Teachers 2023-24

Note: IEP/ELL students will be serviced in their classes

ESL Schedule	7:30	8:09	8:54	9:39	10:24	11:09	11:54	12:39	1:24
222 Di- Martini	Screening	Screening	Screening	L	P	226 QM (IN 226)	221 QM (IN 226)	Screening	Screening
PEC Horner	Screening	Screening	146	141	143	144	L	P	Screening
*Dugan	WJW 4th	WJW 4th	WJW 4th	WJW 5th	WJW 5th	L	WJW 4th	WJW 4th	P
*Lombardo	MTSS 123/125 LB/CB	157 MB (in 157)	231 EM (in 233)	153 SC (in 153)	155 KE (in 155)	L	P	242 KD (in 242)	242 KD (in 242)
238 Titus	MTSS (231, 233, 242)	231 EM (in 231)	233 BK (in 233)	233 BK (in 233)	L	NR (221)	NR (221)	MTSS (221,226) (IN 224)	P
238 Meyers	MTSS (235, 236, 240)	240 JP (in 240)	240 JP (in 240)	236 BC (in 236)	236 BC (in 236)	L	P	235 HK (in 235)	235 HK (in 235)
238 Portnoy	MTSS (234, 237, 239)	234 LW (in 234)	234 LW (in 234)	237 Rd (in 237)	237 Rd (in 237)	P	L	239 LH (in 239)	239 LH (in 239)
222 Letizio	MTSS (223, 225, 227)	227 JB (in 227)	227 JB (in 227)	P	L	223 TM (in 223)	223 TM (in 223)	225 AM (in 225)	225 AM (in 225)
222 Monroe	MTSS (228, 230, 232)	228 AR (in 228)	228 AR (in 228)	p	L	230 KA (in 230)	230 KA (in 230)	232 KO (in 232)	232 KO (in 232)
210 Wyche	MTSS (214, 216, 218)	218 KN (in 218)	218 KN & KP (in 218,216)	216 KP (in 216,218)	216 KP (in 216)	P	L	214 VM (in 218)	214 VM (in 218)
210 McGlynn	MTSS (213, , 217,220)	217 JC (in 217)	217 JC (in 217)	220 CP (in 215)	220 CP (in 215)	L	P	213 KC (in 213)	213 KC (in 213)
210 Mc Cormick	MTSS (219, 215)	219 ML (in 219)	219 ML (in 219)	215 KM (in 215)	215 KM (in 215)	L	120 LR (in 118)	120 LR (in 210)	P
122 Elstein	127, 132 DK, SF (in122)	127 DK (in 127)	132 SF (in 132)	L	130 RR (in 132)	125/130 CB, RR (in122)	125 CB (in 127)	132 SF (in 132)	P

110 Grutz- macher	121, 126 EP, CM (in 110)	121 EP (in 121)	126 CM (in 126)	L	128 JSB (in 126)	123 LB (in 121)	123, 128 Level 1 (110)	126 CM (in 126)	P
110 Sorden	118 CK (in 110)	118 CK (in 118)	P	115 JM (in 117)	115 JM (in 110)	L	117 CB (in 117)	114 AON (in 114)	114/117 CB/AON (in 110)
122 Protin	114/117 AON/CB (in 122)	113 JL (in 114)	P	116/113 AB/JL (in 110)	116 AB (in 119)	L	119 BP (in 119)	119 BP (in 119)	119 BP (in 110)
*Dr. Martin	PLC	121/127 EP/DK	126/132 CM/SF	P	113/119 JL/BP	L	128/130 JB/RR	115/116 JM/AB	118/120 CK/LR

School Year Calendar: 2023- 2024

The following is the calendar for all schools and Pre-Kindergarten Programs for the 2023 – 2024 school year:

September 2023 | 18 Student Days; 19 Staff Days

- **1st:** Staff Professional Development or Reorganization (Varies by School)
- **4th:** Labor Day; Schools closed for students and staff; Administrative offices closed
- **5th:** First day of school for students
- **5th-11th:** Kindergarten interview days (Three Hour early dismissal K only)
- **25th:** Yom Kippur; Schools closed for students and staff; Administrative offices closed
- **29th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students

Additional Important Dates:

16th-17th: Rosh Hashanah (Weekend)

October 2023 | 21 Student Days; 22 Staff Days

- **27th:** Staff Professional Development (Full Day); School closed for students

Additional Important Dates:

9th: Indigenous Peoples' Day of Learning (In-school day)

November 2023 | 18 Student Days; 19 Staff Days

- **7th:** Election Day; Schools closed for students and staff
- **22nd:** 3-hour Early Dismissal for students and staff
- **23rd-24th:** Thanksgiving Recess; School closed for students and staff; Administrative offices closed
- **27th:** Term 1 Report Card Conferences (Full Day); School closed for students

Additional Important Dates:

5th: Daylight Saving Time ends

11th: Veterans Day

12th: Diwali

December 2023 | 16 Student Days; 16 Staff Days

- **15th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students
- **25th:** Christmas Day; School closed for students and staff; Administrative offices closed
- **26th-29th:** Winter Recess; School closed for students and staff; Administrative offices closed

January 2024 | 20 Student Days; 21 Staff Days

- **1st:** New Year's Day; School closed for students and staff; Administrative offices closed
- **2nd:** Staff Professional Development (Full Day); School closed for students
- **15th:** Dr. Martin Luther King Jr Day; School closed for students and staff; Administrative offices closed

Additional Important Dates:

3rd-17th: Keystone Testing Window

6th: Three Kings Day

February 2024 | 20 Student Days; 20 Staff Days

- **1st, 2nd:** 2nd Term Report Card Conferences (Half Day); Three Hour Early Dismissal for Students
- **9th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students
- **19th:** Presidents' Day; School closed for students and staff; Administrative offices closed

Additional Important Dates:

10th: Lunar New Year (weekend)

March 2024 | 16 Student Days; 16 Staff Days

- **8th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students
- **25th-28th:** Spring Recess; Schools closed for students and staff
- **29th:** Good Friday; School closed for students and staff; Administrative offices closed

Additional Important Dates:

10th: Daylight Saving Time starts

11th: Ramadan begins

April 2024 | 20 Student Days; 20 Staff Days

- **4th, 5th:** Report Card Conferences (Half Day); Three Hour Early Dismissal for Students
- **23rd:** Election Day; School closed for students and staff (tentative)
- **10th:** Eid al-Fitr; School closed for students and staff; Administrative offices closed

Additional Important Dates:

8th: Ramadan ends 22nd: PSSA testing window begins

May 2024 | 22 Student Days; 22 Staff Days

- **10th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students
- **27th:** Memorial Day; School closed for students and staff; Administrative offices closed

Additional Important Dates:

3rd: PSSA testing window ends

13th- 24th: Keystone testing window

June 2024 | 10 Student Days; 10 Staff Days

- **13th:** Staff Professional Development (Half Day); Three Hour Early Dismissal for Students
- **14th:** Last Day of School for students and staff; Three Hour Early Dismissal for Students, Full day for Staff

BASIC SCHOOL OPERATING PROCEDURES
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IN PERSON LEARNING STARTS AT 7:30 AM PROMPTLY

LUNCH SCHEDULES ARE LOCATED BELOW FOR EACH GRADE

DISMISSAL IS AT 2:09 PM

VIII. SCHOOL SCHEDULE & ACTIVITIES			
BELL SCHEDULE			
FIRST PERIOD	START/END TIME	7:30am	/ 8:09am
2	START/END TIME	8:09am	/ 8:54am
3	START/END TIME	8:54am	/ 9:39am
4	START/END TIME	9:39am	/ 10:24 am
5	START/END TIME	10:24 am	/ 11:09am

6	START/END TIME	11:09am	/	11:54am
7	START/END TIME	11:54am	/	12:39pm
8	START/END TIME	12:39pm	/	1:24pm
9	START/END TIME	1:24pm	/	2:09pm

LUNCH SCHEDULE/PERIOD(S)				
FIRST LUNCH	START/END TIME	9:39 am	/	10:24 am
2	START/END TIME	10:24 am	/	11:09 am
3	START/END TIME	11:09 am	/	11:54 am
4	START/END TIME	11:54 am	/	12:39 pm

STUDENT RESPONSIBILITIES

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

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

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

SOLIS-COHEN CODE OF CONDUCT

The Solis-Cohen Code of Conduct is designed to communicate in simple clear terms the commitment of our students to a common vision and expectations for student conduct. The Solis-Cohen Code of Conduct will be implemented in all areas of school life. For further SDP Code of conduct click [HERE](#).

SOLIS-COHEN [CODE OF CONDUCT](#)

Show Kindness
On Task
Listen to Others
Include Others
Solve Problems

School-Wide Positive Behavior Support Policy 2023-2024

The primary purpose of school is to educate its students. Education cannot occur when one or more students disrupt the classroom or create a situation where students, staff, or guests feel unsafe. In order to maintain the order necessary to run a school program, positive behavior policies must be in place for the common good of the school community. At Solis-Cohen, we utilize learning contracts for every student. The contract shows the agreements made among our school community that represent an understanding based on a common goal or idea.

The elementary school years set the tone for success (or failure) in an educational program. Good habits and appropriate behavior are learned early in a child's development. It is also at this time, when parental involvement is at its highest, that it is important for school staff and parents to work together to achieve and maintain a school atmosphere conducive to learning and feeling safe. Positive Behavior Support Plans is a way of reaching that goal. Students must reflect on their behavior and learn ways of improving or preventing inappropriate behaviors.

Solomon Solis Cohen implements the PBIS schoolwide program. What is School-wide **Positive Behavioral Interventions and Supports**. School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of **PBIS** is prevention, not punishment. At its heart, **PBIS** calls on schools to teach students positive behavior strategies, just as they would teach about any other subject—like reading or math.

In general, **PBIS** emphasizes four integrated **elements**: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

SCHOOLWIDE RULES

At Solis Cohen we follow our S.O.L.S. behaviors as a reminder of how we should behave in our school community in order to keep a safe and positive learning environment:

Show Kindness

On Task

Listen to Others

Include Others

Solve Problems

UNIFORM POLICY

Virtual Learning:

All students must be dressed appropriately and ready to learn.

All cameras must be turned on during class.

No students are allowed to eat or drink during class.

In school learning:

All students in grades K-5 will wear the school uniform:

- Navy Blue Uniform Pants
- Navy Blue Uniform Skirts
- Light blue collar shirt
- Shoes that cover ALL the feet . Sneakers preferred
- Navy Blue Sweaters
- Small post earrings only

Students **MAY NOT** wear the following:

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

School appropriate uniform:



If a student is not in uniform, the school will contact the parent(s) to request they drop off a uniform for their child to change into and use while in school. However, if a student persistently fails to dress appropriately for school they will be subjected to the following:

Infractions:	Response:
1st Time	Students, Parents and/or Guardians will receive a <i>Not in Uniform Notification</i> on Class Dojo by the Classroom Teacher and parent(s)/guardian(s) must drop off the proper attire for their child to wear.
2nd Time	Teacher will send home a <i>Uniform Infraction Letter</i> to be signed and returned by the parent/guardian.
3rd Time	Teacher will complete an Office Referral and a member of the administration or leadership team will call the family.
4th Time	Students will stay after school from 2:15-2:45 pm and provide community service for the school.
5th time	A parent will be required to meet with leadership team members.

STUDENT ATTENDANCE

Under Pennsylvania law, ALL students between the ages of six (6) and eighteen (18) must attend school every day and on time. Once a student is enrolled in school, this includes students in kindergarten, they are subject to compulsory school laws until the student reaches age 18. The student can only be withdrawn if they transfer out of the District. The student will remain on the District's roll and the student/family is subject to truancy court if they do not attend school. A parent/guardian who enrolls their child in kindergarten may formally withdraw their child from school prior to reaching compulsory school age (age six), at which point the child would no longer be subject to compulsory school laws until they turn six (6) years old.

Policy Explanation:

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

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

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

school if a pupil is to be absent for several days.

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

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

Parents/guardians are expected to:

- Ensure that their student(s) between the ages of six (6) and eighteen (18) are enrolled in school and **attend school regularly, on time, and for the entire school day.**
- Send their student(s) to school every day prepared to participate and learn.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make appointments for their student(s) outside of the school day or days when schools are closed whenever possible.
- Ensure that their student receives the periodic student health examinations and immunizations that are required by law.
- Schedule family vacations to coincide with school recesses, not during school days.
- Call the school to report when their student is or will be absent.
- Provide a written excuse for **every absence** when their student returns to school, per attendance guidelines. Pursuant to the District's attendance policy, written excuse notes explaining the absence must be given to the school **within three (3) days upon the student's return to school.** If the note is not submitted to the school within the required time frame, the day(s) may not be excused.
 - *All absences resulting in a total of three (3) or more consecutive days due to illness will require a written excuse note by a licensed healthcare provider.*
 - *For absences that do not total three (3) consecutive days, parents may submit a written excuse note stating the reason for the absence. Excuse notes from a healthcare provider may also be submitted in lieu of a parent note for any absence.*
 - *When a student has been absent due to illness, excused with a parent note, totaling eight (8) days (cumulative), all subsequent absences may require a written excuse note from a licensed healthcare provider.*
- Provide a written excuse for **every late arrival** and early departure, per attendance guidelines
- Provide the school with correct, current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever there are changes.
- Participate in school attendance improvement conferences for their student, to improve daily student attendance when necessary.

COMPUTING AND INTERNET ACCEPTABLE USE POLICY

Access Rights and Privileges

The School District of Philadelphia provides its students ("users") with access to computing equipment, systems and local network functions such as the Internet. This access is limited to educational purposes. It is highly recommended that parents/caregivers review with their children the District's ARP in its entirety (<http://www.phila.k12.pa.us/aup/>).

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

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

No student will be given or have access to District-provided Internet e-mail.

TEXTBOOKS AND MATERIALS

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

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

PROFESSIONAL DEVELOPMENT

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

INSTRUCTION

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

EMERGENCY CLOSING OF SCHOOLS

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

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

FOOD SERVICES FOR STUDENTS

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

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

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

- **Increase healthy foods**
- **Decrease unhealthy foods**
- **Increase movement and exercise**

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

HOMEWORK

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

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

SAFETY TIPS

OFFICE OF SCHOOL CLIMATE AND SAFETY

HELP KEEP YOUR CHILD SAFE EACH DAY!

Know your school contact information.

School Phone Number: 215-400-3250

Principal: Michelina Serianni

Assistant Principal: Legnaly Moret

Assistant Principal: Ryan Smith

Secretary: Maisaa Jarmoukly (Main Office)

Secretary: Legnimar Candelario (Main Office)

Remember to update your child's contact information.

Present Address and Phone Number

Emergency Contact's Name and Number

Medical Information

IMMUNIZATIONS

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

**Immunization
Disease**

1. Diphtheria
2. Tetanus
3. Poliomyelitis
 - Oral
 - Inactivated
4. Measles (Rubella)

**Required for Admission
Number of Doses**

- Four
- Four
- Three
- Four
- One dose of live attenuated measles vaccine at twelve months of age or older and a second dose no sooner than 30 days after the first dose, or serological (blood test) evidence of immunity to measles.
- One (administered on or after the first birthday, or Physician's Verification of Disease).
- One (administered on or after the first birthday or a history of rubella confirmed by a blood test)
- Three
- One (administered on or after the first birthday or past disease)

There are two exemptions to the Immunization Requirements.

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

SCHOOL HEALTH SERVICES

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

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

to be unclothed. Genitalia may be examined at the time of the physical. Parents are invited and urged to be present.

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

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

Prescription and Non-prescription Medication in School

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

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

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

CHILD ABUSE AND NEGLECT

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

MIGRANT EDUCATION

In accordance with federal, state and local mandates, the school district is responsible to assess a student’s eligibility for participation in the Migrant Education Program. The Migrant Education Program is a federally funded organization through the U.S. Department of Education and is administered by the PA Department of Education and the Chester County Intermediate Unit. A

student is eligible for Migrant Education Services based on a Certificate of Eligibility (COE), which indicates a move across school district lines within the past 36 months and intent to seek temporary or seasonal agricultural employment. Eligible students can receive supplemental education services for up to 3 years of the qualifying arrival date.

Services Offered by Migrant Education:

- After-School Extended Hours
- Home-School Liaison
- Summer Programs
- Health and Social Services Referrals
- In-Home Tutorial Programs
- Parental Involvement
- Post-Secondary Awareness Program
- Advocacy

All Migrant Education students are assigned to a Student Support Specialist who is responsible for completing yearly needs assessments, updating student information, ensuring proper grade placement, and advocating on behalf of student and family. Students K-12 are eligible for the after school programs, in-home tutorial program, Saturday enrichment programs, and summer programs. These programs are designed to enhance your child's academic achievement through homework assistance, ESOL instruction, as well as reading, math, science and nutrition classes.

Exit Procedure

Students are exited from the program three years after their qualifying arrival date if there have not been any additional qualifying moves. Students and their families are notified in writing at the end of their eligibility.

Parent Rights

Undocumented children and young adults have the same right to attend public schools as do U.S. citizens and permanent residents (Plyer v. Doe 1982). Like other children, undocumented students are obliged under state law to attend school until they reach the mandated age. Therefore, schools may not require students or parents to disclose or document their immigration status. The completion of the Certificate of Eligibility (COE) certifies that, under the Family Education Rights and Privacy Act (FERPA) of 1974, parents have a right to access and inspect their child(ren)'s education records, to seek to have the records amended, and to consent prior to the disclosure of information from education and health records. Parents may also decline Migrant Education services for their child(ren) at anytime in writing. The Migrant Education Program will continue to monitor student progress and inform parents if their child(ren) is at academic risk until the end of their eligibility. If parents have questions or need assistance, they are encouraged to contact the Pennsylvania Migrant Education Program at 215-551-4120.

HOMELESS, SHELTER, AND EMERGENCY SERVICES

Homeless children have the right to go to school. The School District's Homeless Children's Initiative works to remove any barriers that prevent homeless children from being successful in school. A child whose family becomes homeless may remain in their current school or may

transfer to another school if it is closer to the shelter. The receiving school should not prevent or delay the enrollment of a homeless child by requiring proof of residency, immunization, or medical records. SEPTA tokens may be provided for homeless students living more than one mile from school. The Office of Specialized Services will also provide uniform and clothing assistance to these students.

Emergency funds may also be available to students who are experiencing a crisis. We do not give emergency funds to families. Only students who attend our schools are eligible. To be eligible for emergency funds, a student must be enrolled in a Philadelphia public school (grades 1-12) and demonstrate an emergency financial demand that is a result of a sudden hardship or major event that negatively impacts the student's family, such as:

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

STUDENT PLACEMENT EDUCATIONAL OPPORTUNITIES

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

SCHOOL CHOICE PROGRAMS/OPTIONS

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

To apply to School District Public Schools *not in School Improvement*, parents must apply within the appropriate time frame and use the ***School Choice Request for Transfer (Form EH-35C)***. Students selected in the School Choice transfer process will be placed in schools the following September. To apply for a transfer out of a school identified as persistently dangerous, use ***Pupil Transfer Request for Extenuating Circumstances (Form EH-36E)***. The EH-36E application may be submitted throughout the school year and if approved, the transfer will occur within the current school year.

Voluntary Transfer Programs

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

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

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

High School Admission Transfer Application Process

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

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
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Freedom of Expression

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

Students have the responsibility to obey laws governing character attack. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students may not engage in harassment, as defined in the

Code of Student Conduct, nor may they communicate threats to the safety or welfare of any member of the school community or their property.

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

Buttons and Badges

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

Violations

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

TITLE I PROGRAM

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

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

Highly Qualified Staff

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

Parent Involvement Policy

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

School Parent Compacts

NCLB requires that each school has a School Parent Compact. The purpose of the compact is to define the respective responsibilities of school staff, parents, and students in the educational

process. The compact must describe the school's responsibility for providing a high quality curriculum in a supportive and effective learning environment and also the ways that parents will support their child(ren)'s learning. The compact is sent out to parents in September and is available in different languages.

School Choice Transfers

NCLB requires the School District to send notification to parents of students in School Improvement schools, giving them the option to transfer to another school in our District. The law clearly mandates which students may be eligible to participate in School Choice. A complete parent packet is sent out to all parents of students in schools that have failed to make Adequate Yearly Progress (AYP) for at least 2 consecutive years.

SCHOOL BUS RULES

Be at the bus stop ten minutes early. You should not run to board the bus. **Wait for the bus in an orderly fashion in your assigned area.** Pushing, shoving, or creating a disturbance might result in injuries. **Take your seat immediately.** Remain seated while the bus is moving or when instructed to do so by the bus driver or other authorized individual(s) assigned for that purpose. **Enter and leave the bus only at the front door and only after the bus has come to a full stop.** In case of emergency, you may be given other instructions. **Keep your head and arms inside the bus windows at all times.** Throwing objects, no matter how small, is extremely dangerous. **Save your lunch and snacks until you arrive at your destination.** Eating and drinking are not allowed on school buses. **Avoid shouting and other loud noises.** In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus. **Leave the bus in a quiet and orderly manner.** Join your schoolmates in the cafeteria or go directly to class if school has begun. **Be very careful when crossing streets.** Be sure that you look in both directions. **Pay attention to the instructions of the bus driver or other authorized individuals.** They are responsible adults who are concerned about your safety. **Please understand that students who violate these rules may lose their riding privileges for a period of time, or permanently. In the event that a student is removed from a bus, it will be the responsibility of the parents to make provisions for transporting their child to and from school. Parents are also reminded that under Pennsylvania State Law they are not permitted to board a school bus without permission.**

TRESPASSING ON SCHOOL DISTRICT PREMISES

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

The provisions of the ordinance are as follows:

- **No one may enter any facility of the School District of Philadelphia without the consent of the person in charge of the facility.**

- Failure to obtain consent within fifteen minutes of entering any facility or the creation of a disturbance may be considered a violation of the ordinance.
- Employees and pupils of the School District of Philadelphia may not enter any facility to which they are not regularly assigned without the consent of the person in charge.
- **Persons who violate this ordinance are subject to a fine of not more than \$300 and imprisonment for not more than ninety days.**
- Persons found in rooms other than the office or in hallways not located between an authorized entrance and the office will be considered in violation of this ordinance.

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