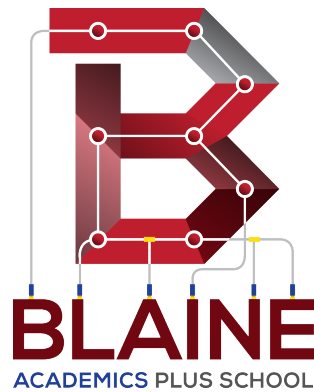


JAMES G. BLAINE ACADEMICS PLUS

**3001 W. Berks Street
Philadelphia, PA 19121**



Parent - Student Handbook

2017-2018

Vision:

Engagement, Empowerment, and Excellence

James G. Blaine Elementary School will be the premier school of choice for Philadelphia students, parents, and teachers and a beacon of excellence in its community. Every Blaine student will make high levels of academic growth, engage in personalized learning, and be prepared for success in high school, college, and career.

Mission:

Blaine School prepares every student for success in college or career through differentiated academic instruction, cutting-edge technology-integration, and expanded enrichment opportunities.

Core Values:

Blaine's core values will include:

- **Service**- We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.
- **Courage**- We challenge ourselves to take risks, to persevere and to question the status quo.
- **Humility**- We apologize for our mistakes and seek to improve our shortcomings.
- **Originality**- We embrace our individuality and celebrate the diversity of all others around us.
- **Leadership**- We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.
- **Achievement**- We expect the best of ourselves at all times. We pursue knowledge and excellence.
- **Reflection**- We cherish moments to step back, consider our actions and plan for a better tomorrow.

School District of Philadelphia

Dr. William Hite, Superintendent of Philadelphia Schools

James G. Blaine Elementary School

Ms. Gianeen Powell, Principal

James G. Blaine Academics Plus
3001 W. Berks Street
Philadelphia, PA 19121
Phone: 215-684-5085

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The School District of Philadelphia
JAMES G. BLAINE ACADEMICS PLUS

3001 W. Berks Street

Philadelphia, Pennsylvania 19121

215-684-5085

Engagement, Empowerment, and Excellence

Ms. Gianeen Powell, Principal

e-mail: gcpowell@philasd.org

August, 2017

Dear Parents, Guardians, and Students:

Welcome to the 2017-2018 school year at the James G. Blaine Academics Plus School. The entire Blaine staff is excited to have you as part of our school community and family.

It is my pleasure to introduce myself as the Principal of the James G. Blaine Academics Plus School. My name is Gianeen Powell, and I am very excited to serve the scholars and parents in the Blaine community for the tenth year.

The pages of this handbook are filled with useful information about our school. In addition to this handbook, expect to receive the following 2017/2018 handouts: Parent Calendar, Student Code of Conduct, and Student/Parent Compact.

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 rigorous program for all children. It is our mission to foster an environment where every student can maximize his/her potential, learn the importance of responsibility and cooperation, develop self-esteem, and treat everyone with respect and dignity.

It is my suggestion that parents and students read this handbook together. Please familiarize yourselves with the information contained in this handbook. Feel free to ask for additional information and/or an explanation of the materials. We invite parents to visit our school, be actively involved in the programs of the school, and serve as volunteers in various areas. Together we will make a difference in the lives of our children.

Thank you for supporting Blaine Academics Plus!

Respectfully,

Gianeen Powell
Principal

James G. Blaine Academics Plus 2017-2018

*Since the calendar is subject to change during the course of the school year, this version may not contain updates to the most recent SDP approved Calendar for Schools.

The following is the calendar for Blaine for the 2017 – 2018 school year:

August 21-24, 2017	School-based Professional Development (PD) for K-8 Teachers
August 25, 2017	Reorganization (Academic Year Preparation)
August 28-31, 2017	First Week of School, 1-8, Pre-Kindergarten, Head Start <i>-Student dismissal at 12:30pm, Teachers released at 3:09pm</i> Kindergarten Parent/Teacher Interviews
September 1, 2017	No School for Students and Staff
September 4, 2017	Labor Day <i>-Administrative Offices and Schools Closed</i>
September 5, 2017	Second Week of School for Head Start & Grades 1-8 <i>-Student Attendance</i> Last day for Kindergarten Parent/Teacher Interviews
September 6, 2017	First Day of Kindergarten <i>-Student Attendance</i>
September 21-22, 2017	Rosh Hashanah <i>-Administrative Offices and Schools Closed</i>
September 29, 2017	2018-19 School Selection Process Begins
October 9 – 11, 2017	Interim Reports
October 27, 2017	Professional Development – Half Day <i>-3 Hour Early Dismissal</i>
November 7, 2017	Election Day <i>-Schools Closed</i>
November 10, 2017	Veteran’s Day Observed <i>-Administrative Offices and Schools Closed</i>
November 13, 2017	2017-2018 School Selection Process Ends
November 20 – 22, 2017	Report Card Conferences
November 23 – 24, 2017	Thanksgiving Holiday <i>-Administrative Offices and Schools Closed</i>
December 8, 2017	Professional Development – Half Day <i>-3 Hour Early Dismissal</i>
December 25 – 29, 2017	Winter Recess <i>-Schools Closed</i>
January 1, 2018	New Year’s Day (Observed) <i>-Schools Closed and Administrative Offices Closed</i>
January 2, 2018	Staff Only <i>-Professional Development Day</i>

January 15, 2018	Dr. Martin Luther King Day <i>-Administrative Offices and Schools Closed</i>
February 14 – 16, 2018	Report Card Conferences
February 19, 2018	Presidents' Day <i>-Administrative Offices and Schools Closed</i>
March 14 – 16, 2018	Interim Reports
March 16, 2018	PD Half Day <i>-3 Hour Early Dismissal</i>
March 29, 2018	Spring Recess <i>-Schools Closed</i>
March 30, 2018	Good Friday <i>-Administrative Offices and Schools Closed</i>
April 2, 2018	Spring Recess <i>-Schools Closed</i>
April 27, 2018	PD Half Day <i>-3 Hour Early Dismissal</i>
May 2 – 4, 2018	Report Card Conferences
May 8, 2018	Pennsylvania Primary Election Day (Tentative) <i>- Schools Closed</i>
May 9 – 11, 2018	Interim Reports
May 18, 2018	PD Half Day <i>-3 Hour Early Dismissal</i>
May 28, 2018	Memorial Day <i>-Administrative Offices and Schools Closed</i>
June 6, 2018	Last Day for Students
June 7, 2018	Last Day for Staff

Blaine Daily Schedule

Monday –Friday

8:30am 3:09pm

WHATEVER IT TAKES CONTRACT

SCHOOL CONTRACT

- The school pledges to do whatever is necessary to support student achievement.
- The school will communicate frequently with parents about academic and behavioral issues, both positive and negative.
- The school will ensure that scholars make academic progress and pass all classes before being promoted to the next grade.
- The school will provide academic support for scholars who demonstrate that they are falling behind
- The school will provide a safe and orderly environment to promote student success.

_____ Administrator Signature

STUDENT CONTRACT

I CHOOSE TO BE HERE:

I will do whatever it takes to be successful. I will work hard, follow the rules, and remain focused on my academic achievement.

ATTENDANCE:

I will attend school every day, prepared to learn and on time. I understand that attendance significantly impacts learning.

GRADING:

I will earn a minimum grade average of 80% in all of my courses.

I understand that any percentage lower than 65% will result in course failure. I also understand that failure to pass one or more courses will result in mandatory summer school or grade retention.

I will complete all homework nightly.

I understand that homework significantly impacts learning.

ACADEMIC SUPPORT:

I understand that Blaine provides additional mandatory academic programming based on individual learning plans, and I will attend all such programming that the school deems necessary to my success.

CODE OF CONDUCT:

I agree to learn and follow the Code of Conduct and community rules outlined in the Student Handbook.

I understand that failure to follow the Code of Conduct and community rules may result in 1-hour after school detentions, in-school or out of school suspension, restorative consequences and/or expulsion. I agree to comply with any consequences determined by the school.

STUDENT DRESS CODE & PERSONAL ELECTRONICS:

I will abide by all parts of the dress code daily. I understand that failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from class.

I will not use or display any personal electronic devices including phones, iPods, MP3s, etc...in the school. Usage may result in confiscation. Confiscated items will only be returned to a parent or guardian.

_____ Student signature Date

PARENT/GUARDIAN CONTRACT

I WILL SUPPORT MY CHILD:

I will do whatever it takes to support my child's success. I will ensure that s/he works hard, follows the rules, and remains focused on his/her academic achievement

I agree to support my child's academic work by communicating regularly with my child's teacher and attending parent-teacher conferences. I agree to notify Blaine Academics Plus when my address, telephone, or email contact information changes.

ATTENDANCE:

I will ensure that my child attends school every day, prepared to learn and on time. I understand that attendance significantly impacts learning and student achievement.

GRADING:

I will ensure my child earns a minimum grade average of 80% in all courses. I understand that any percentage lower than 65% will result in course failure. I also understand that failure to pass one or more courses will result in mandatory summer school or grade retention.

I will ensure my child completes all homework nightly and sign it. I understand that homework significantly impacts learning and student achievement.

ACADEMIC SUPPORT:

I understand that Blaine provides additional mandatory academic programming based on individual learning plans, and I will ensure that my child attends all such programming that the school deems necessary to his/her success.

CODE OF CONDUCT:

I agree to learn and review the Code of Conduct and community rules with my child.

I understand that if my child fails to follow the Code of Conduct and community rules, consequences such as 1-hour after school detentions, in-school or out of school suspension, restorative consequences and/or expulsion, may result.

I will come to school for a reinstatement meeting if my child is suspended and I understand that my child will not be allowed to return to class until this reinstatement meeting occurs.

STUDENT DRESS CODE & PERSONAL ELECTRONICS:

I will ensure that my child abides by all parts of the dress code daily. I understand that his/her failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from class.

I understand that displayed personal electronic devices including iPods, MP3s, etc...in the school. Usage may result in confiscation and will only be returned to a parent or guardian.

_____ Parent signature

Arrival

The school day begins promptly at 8:30 a.m. and your child will be marked late after 8:40 a.m. Students arrive at school no earlier than 8:00 a.m. Adult supervision will begin at 8:00 a.m. Please note: School District automated system will contact you each time your child is absent/late.

- Scholars are expected to be in complete school uniform, with their shirt tucked in, when they arrive.
- All electronic devices should be powered-off and put away, out of sight, before a student enters the schoolyard.
- Scholars will greet teachers as they walk to their assigned homeroom lines and stand for morning greeting.
- Scholars whom arrive tardy to school with evidence (i.e. black plastic bag with food in it) that visitation of a local corner store on the way to school is part of the reason they are late, and do not have a verifiable parental note excusing them, will have those items confiscated.

Dismissal

Students will be dismissed at 3:09 p.m. If you are picking up your child, please meet them at the schoolyard gate. Please work with our teachers and be mindful that they must have an orderly dismissal and may report to the yard a few minutes late. Students on yellow bus will be dismissed at 3:00PM.

- Teachers in grades 3-8 will ensure all of their scholars have exited the schoolyard gate at dismissal. Teachers in K-2 will line up on their designated lines in the schoolyard for parents or siblings to receive them. Teachers will monitor adults who are picking up their scholars.

Early Dismissal

Parents are urged to leave their children in school for the entirety of the school day. Medical and other appointments should be scheduled outside school hours and on school holidays, whenever possible. If a child needs to be dismissed early, he/she should bring a note to his/her teacher stating the time and reason. Parents—or another authorized adult—must sign the child out in the school's main office with photo ID. If photo ID is not given, the student will not be released.

If you are sending someone else for your child, please remember that 1) the person you send must be an adult, 18 years or older; 2) must be listed on your child's emergency contact form; and 3) must have photo identification. Otherwise, we will not release your child. Your adherence to this policy will protect your child as well as others. Please remind your child that leaving the school unescorted before the end of the day is not permitted.

School Uniform

Blaine's school uniform will include the following components:

- **Maroon or Black Cardigans with Logo**
- **Black Vests with Logo**
- **Maroon Blazers with Logo**
- **Short Sleeve with Logo: FRIDAY'S ONLY**
- **Long Sleeve with Logo: FRIDAY'S ONLY**
- **Gym Uniform with Logo: Sweatpants/t-shirt/sweatshirt: Gym Day Only**
- **White Collard Dress Shirt long or short sleeves**

- **Grey Pants or Skirt**
- **Black, Maroon OR White Socks**
- **Maroon/Plaid Tie: Girls/Boys**
- **ALL Black Shoes / ALL Black Sneakers on Gym Day**
- **Black Belt**

All students are expected to wear the uniforms described above when on campus and during school hours from Monday through Friday. A uniform bank will be available on campus for students to change into the appropriate attire if they have not come to school according to the uniform policy. Uniforms from the uniform bank are to be returned by the end of the school day and washed on campus.

Sweaters/Sweatshirts	<ul style="list-style-type: none"> • Sweaters/Sweatshirts · Sweatshirts must have the Blaine insignia on them. (No hooded sweatshirts allowed) • No garments (other than Blaine sweatshirts) may be worn over the uniform shirt.
Pants	<ul style="list-style-type: none"> • Pants · Pants must be plain, solid traditional gray-color • Shorts, cropped/capri-pants, rolled-up, skin tight, cargos, and corduroy pants are not permitted. • Girls may wear skirts/jumpers with a hem no shorter than 3 inches above the • Socks and/or leggings worn with jumpers/skirts must be solid color knee.
Belts	<ul style="list-style-type: none"> • Belts · All scholars must wear plain black belts with their uniforms. Belts must be free of designs with a plain buckle. Shirts must be tucked in with the belt clearly showing.
Shoes	<ul style="list-style-type: none"> • K-8 students: toes and heels must be covered • K-8 grade scholars’ shoes must be entirely black. This includes ALL parts of the shoe: laces, eyelets, buckles, soles, designs and emblems. The shoes must have a hard sole. (NOT ALLOWED: croc-style shoes, slides, slippers, or any style of shoe that exposes any part of the heel or toes.) • Shoes must be covered by pant legs—Boots must only be worn under pant-leg.
Accessories, food, misc.	<ul style="list-style-type: none"> • No bags are to be carried throughout the building. (Middle school girls may carry a small bag no larger than a sheet size of paper.) • Non-prescription eyewear is not permitted. • The only jewelry that is permitted are small studs (no larger than a dime) style earrings. • Necklaces, bracelets, and/or rings (that are not Blaine issued) are not permitted. • No head-wear, that is not religious, is allowed to be worn inside of the building. (This includes, but is not limited to, hats, scarves, wraps, do-

	<p>rag, wave caps, etc.)</p> <ul style="list-style-type: none"> • Religious garb is to be solid black, maroon or white. • Girls only are allowed to wear “headbands”, and only over the top of the head for the purpose of keeping their hair back, and/or decoration. They should be no wider than the student’s pinky finger. (Rolled scarves/wraps as headbands are not allowed, nor are forehead headbands worn for decorative purposes.) • Personal cell phones, and other electronic devices, are not to be visible at any time during the course of the day. (If they are visible they will be confiscated). • Hair and face beautification products/tools (i.e.-brushes, combs, make-up) are not to be visible during the day or they will be confiscated. • Gum, candy, or other food is not to be eaten or visible during class or transition time. (Lunch room/time is the only exception.)
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If a student refuses to stay in uniform (ie: an un-tucked shirt or wearing a jacket) throughout the course of the day they will receive disciplinary consequences.

The School Nurse

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

Medication

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

Immunization Certificate

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

Head Start

Children are to be dropped off at their classroom at 8:30AM. Parents must follow Head Start guidelines for admission and dismissal.

Breakfast and Lunch Programs

Breakfast begins at 8:30 a.m. and is served until 8:45 a.m. in the classroom. Blaine School is a Universal Feeding Program site, which entitles every student to a free breakfast and lunch. Your child is encouraged to participate. All students must memorize and enter their school identification number into the system to receive their breakfast/lunch.

Lost and Found (Personal Property)

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

VISITOR POLICY

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

All visitors/parents to Blaine Academics Plus enter through the visitor's entrance, state their first and last name, and the reason for their visit. Photo ID must be shown to the designated school greeter to register and signing in by printing your first name, last name, date, time in and destination. The visitor/parent must then go to the main office to receive permission to enter other areas of the building. Visitors/Parents will not be permitted to loiter in or around the school building. Scholars are not permitted to have visitors during the school day.

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

Please cooperate and report back to the front desk upon exiting the building to record the time out.

School Culture and Student Engagement

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

Emphasizing a "Can Do" Attitude

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

Team Environment

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

College Going Culture

Both the school environment and culture will reflect an expectation to achieve college or career goals. College and university pennants will be present in hallways, classrooms, and common spaces. Homerooms will be named after teacher alma maters, and students will be greeted in the morning according to these schools. Going to college and preparing for future careers will be a part of regular conversation in school community meetings and individual classroom meetings.

Clear Expectations

Consistent reinforcement of clear expectations, procedures, and rituals and routines will be essential to upholding a successful school culture and climate. Everyone in the school, including students, teachers, and parents, will be held accountable for modeling the appropriate behaviors at all times.

Student expectations will be explicitly taught during the first week of school. These expectations will be clearly communicated and reinforced throughout the remainder of the year and monitored by school leadership. In order to engage students in ownership of the shared school space, classroom jobs will hold students accountable for specific tasks that create a safe, clean, and organized learning environment.

Community Greeting and Meetings

Each day, the entire school community will meet for the morning greeting to recite the school pledge, pledge of allegiance, and hear a message from the Principal. After the morning greeting, grades will be dismissed to their classrooms for individual classroom morning meetings, which are used to encourage the social and emotional development and well-being of students. Core values will be an essential vehicle for communicating to students the tangible ways of developing character, and the activities or discussions that take place during this time will be adjusted across grades as necessary.

Once a week, and in replacement of individual classroom meetings, grade groups (K-2, 3-5, 6-8) will meet separately during Community Circle to highlight student achievement, recognize student leaders, and share relevant student data.

Class Dojo Management System for K-8

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

Rewards for Positive Behavior

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

- Positive verbal praise
- Shout outs in morning meeting
- Special cheers and chants
- Positive phone calls home
- Sticker
- Student leadership opportunities

- Treasure box (on Fridays)
- Extra free play
- Field Trips
- School Store shopping options

Student Surveys

Surveys will be conducted twice a year to track progress in maintaining a positive learning environment for the entire student population.

Middle School Character Education:

We are developing the whole child by ensuring they productive citizens. We will be teaching the meaning of each character trait, we believe that the best way our students will learn and embrace these traits is if they see the adults around them model the same behaviors and attitudes that we expect of them. We encourage you to partner with us as models for our children as we too become the examples of each character trait (zest, grit, self-control, optimism, gratitude, altruism and curiosity).

The 24 Character Strengths

1. Zest: approaching life with excitement and energy; feeling alive and activated
2. Grit: finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
3. Self-control: regulating what one feels and does; being self-disciplined
4. Altruism: being aware of motives and feelings of other people and oneself
5. Gratitude: being aware of and thankful for the good things that happen
6. Love: valuing close relationships with others; being close to people
7. Hope: expecting the best in the future and working to achieve it
8. Humor: liking to laugh and tease; bringing smiles to other people; seeing a light side
9. Creativity: coming up with new and productive ways to think about and do things
10. Curiosity: taking an interest in experience for its own sake; finding things fascinating
11. Open-mindedness: examining things from all sides and not jumping to conclusions
12. Love of learning: mastering new skills and topics on one's own or in school
13. Wisdom: being able to provide good advice to others
14. Bravery: not running from threat, challenge, or pain; speaking up for what's right
15. Integrity: speaking the truth and presenting oneself sincerely and genuinely
16. Kindness: doing favors and good deeds for others; helping them; taking care of them
17. Citizenship: working well as a member of a group or team; being loyal to the group
18. Fairness: treating all people the same; giving everyone a fair chance
19. Leadership: encouraging a group of which one is a valued member to accomplish
20. Forgiveness: forgiving those who've done wrong; accepting people's shortcomings
21. Modesty: letting one's victories speak for themselves; not seeking the spotlights
22. Prudence/Discretion: being careful about one's choices; not taking undue risks
23. Appreciation of beauty: noticing and appreciating all kinds of beauty and excellence
24. Spirituality: having beliefs about the higher purpose and meaning of the universe

Student Discipline Policy

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

Positive Behavioral Intervention and Supports (PBIS)

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

Discipline Prior to Office Involvement

The majority of discipline issues should be handled in the classroom and between teachers, students, and parents. Teachers will use a clearly defined set of rules and routines: warning, in-class re-direction, in-class calming corner, and further reflection in a buddy room to prevent immediate office referral and limit classroom distractions. When consequences are necessary, the delivery of consequences must be with respect for the student and the choice that student has made. Discipline infractions and consequences will be documented according to District policy and monitored by the Dean of School Culture.

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

1. Disruption of school. A pupil may not use violence, force, threat or intimidation to cause the disruption of school.
2. Dress Code Violation
3. Damage, destruction or theft of school/private property.
4. Assault on a school employee.
5. Inappropriate use of electronic devices
6. Possession of weapons and dangerous instruments.
7. Mutual Fighting
8. Disruptive or offensive use of language.
9. Harassment/bullying/cyber-bullying/intimidation

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

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

- Verbal warning
- DoJo deduction
- Behavior reflection
- After-school detention
- Community Service (picking-up trash, cleaning walls, sweeping floors, cleaning tables/desks, etc...)
- Private Apology
- Public Apology
- Saturday detention

- Exclusion (mandatory parental conference before student returns to class)
- In-school Suspension
- Out of school suspension
- Program Referral
- Expulsion

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

Electronic Device Policy

Cell phones, cameras, music players, blue tooth devices, and/or headphones are not allowed to be visible or used on Blaine property. If a student is seen handling, or using them, it will be assumed they are ignoring school policy and the item will be confiscated, the parent may be contacted, and the student will serve the appropriate consequences. Electronic devices should be off and out of sight before entering the school and not taken out or unpacked until the student is off school property.

1st infraction:

- Device will be confiscated and given to Dean.
- Dean will label device with students name, date and classroom
- Device will be given back to student at 3:00pm.

2nd and subsequent infractions:

- Device will be confiscated and given to the Dean.
- Dean will lock phone in safe and the parent or guardian will have need to retrieve the device from the Dean after 3:15pm.

Act 26

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

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

Parent and Community Engagement

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

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

To ensure ongoing involvement, school leadership and classroom teachers are expected to maintain contact with parents on a frequent basis. A **Tuesday folder** will be sent home every week with announcements and important

information. Daily homework and bi-weekly student reports, access to grades, and a required 24-hour response to parent questions/comments will be implemented throughout all grades.

During the Academic School Year

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

- *Conferences:* Parents and teachers will meet three times a year to discuss their student's progress according to their personalized learning plan and adjust plans and/or goals if necessary.
- *Extra-curricular activities:* At Blaine, students will have the opportunity to participate in extra-curricular activities of their choice. Parents are encouraged to bring their passions to school and facilitate an extra-curricular activity.

Celebrate achievement: *Every quarter, assemblies are held to celebrate student academic achievement.*

- *Annual celebrations:* Events such as the Annual Thanksgiving Dinner, Winter Holiday Celebration, May Day Festival, Family Day, and the Parent Partnership Luncheon
- *Parent Workshops:* Community and school-based partnerships equip families with additional skills, knowledge, and resources to encourage their children to be successful.

Parent Satisfaction

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

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

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

PARENT/GUARDIAN CONTACT & CUSTODY

Blaine needs to be able to contact you in order to update you on your child's progress as well as contact you in the case of an emergency. You will be asked to fill out a parent/guardian location form at the beginning of the year. Failure to keep the school informed as to your **current** address, phone number, and e-mail address (when applicable) may result in you not receiving notice of important academic, disciplinary, and/or health information, and can result in the loss of rights to participate in important decisions being made about your child. Additionally, medical information, including health insurance information, is necessary in case of medical emergencies. It is also important for Blaine to understand custodial arrangements to determine who is eligible to pick your child up from school; therefore, a copy of any Court Order or agreement affecting the custodial rights of a parent must be filed with the school.

Inclement Weather/Emergency School Closings

It is important that the school and teacher have current emergency information form for each child. Please be sure appropriate arrangements have been made for your child in the event of emergency closings. Please notify the school of changes in your emergency information.

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

Attendance and Punctuality

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

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

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

Early Dismissals will not be granted between 2:30 and 3:09 unless there is an emergency

Parent Information Regarding Truancy Procedures

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

At the 3 rd Illegal/Unexcused Absence
<ul style="list-style-type: none"> • Address and telephone number is verified • Legal Notice (C-31) is mailed to the parent/guardian or given to the student to take home
At 3 rd -10 th Illegal/Unexcused Absence
<ul style="list-style-type: none"> • RtII Process begins with documented interventions in Schoolnet using RtII for BEHAVIOR/BHS
At the 10 th Illegal Absence (Students are considered chronically truant at 10 Illegal absence)
<ul style="list-style-type: none"> • Interventions are reviewed and the decision is made to refer to DHS/Truancy Court • Truancy Referral Form is completed

Curriculum

Literacy

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

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

Literacy Block

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

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

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

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

Scholars must have a book with them at all times.

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

Writing

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

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

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

Mathematics

Blaine School's envision mathematics curriculum will be designed to prepare students with the mathematical knowledge, skills, and understanding to be prepared for mathematics in college, career, and life. As a result of the

math curriculum, students will: learn math concepts and procedures (counting & cardinality, operations & algebraic thinking, number and operations, measurement & data, geometry, ratios & proportional relationships, expressions & equations, functions, statistics & probability) and apply knowledge to real-world problem solving (www.corestandards.org).

Math Block

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

Math Curriculum Materials

Pearson EnVisions will be used as a core resource in the K-8 math curriculum. EnVisions is a research-based math program developed by Pearson. The program is aligned to the CCSS and works toward mastery of concepts and skills. The program is technology-driven with video-based lessons and online access to student materials and home school connections. The curricular materials are designed to complete grade-level concepts by April and then move on to the following year's learning objectives by increasing the rigor and ensuring that students are better prepared to meet academic standards.

Science

Students at Blaine will engage in hands-on, project-based science instruction for 45 minutes a day. Curriculum will be infused with STEM to teach students standard-aligned learning objectives and expose them to 21st-century skills that involve engineering and technology. At the heart of the science curriculum is the foundation of inquiry-based thinking that will guide students to find objective and evidence-based answers through use of the scientific method. The science curriculum scope and sequence will align to the CCSS and ensure that 4th and 8th grade students are well prepared for success on the state science assessments and are able to compete in the top high schools in Philadelphia.

Science Curriculum Materials

Science curriculum will draw on several resources to support the CCSS aligned scope and sequence and backwards-mapped unit and lesson plans. Curriculum materials may include:

Full Option Science System (FOSS) is a research-based science program for grades K-8, which was designated by the University of California at Berkeley in collaboration with the National Science Foundation. The FOSS program is focused both on science content and processes; builds critical thinking, literacy and inquiry skills; and has been shown to be effective with low-income students.

Social Studies

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

Social Studies Curriculum Materials

Social studies curriculum will draw on several resources to support the CCSS aligned scope and sequence and backwards-mapped unit and lesson plans. Curriculum materials may include:

Learning A-Z CCSS aligned lesson plans and leveled non-fiction texts.

Online content tools such as CK-12.

Electives

Blaine will continue to offer electives throughout the school day schedule. Electives may include: art, coding, physical education, writing and STEAM.

Instructional Model: Blended Learning

Blaine School will implement a *Blended Learning* instructional approach that includes a combination of: 1) teacher-led instruction using consistent, proven instructional techniques, 2) digital instruction using commercially available programs and teacher-created resources, and 3) independent work and project-based collaborative inquiry techniques. Small groups of students will rotate through these instructional modalities based on the needs identified in their personalized learning plans. Personalized learning opportunities will ensure that each Blaine student receives the necessary targeted instruction to accelerate learning and reach individual student achievement goals.

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

Interim Assessments (Quarterly)

Interim assessments are used by teachers to measure student progress on learning standards. Blaine will partner with the **Acuity** to develop and implement interim assessments for ELA and Math that align with the curriculum scope and sequence and grade level standards. Acuity will provide standards and rigor aligned assessment questions, as well as data reports and instructional resources that are available to teachers through an online platform.

Interim assessments will be administered quarterly and Acuity assessment data will be available to teachers within 48 hours of administration. Data teams will meet at the end of each quarter to analyze assessment data and develop instructional action plans. Interim assessments will be followed by re-teaching or extension activities to ensure that all students master the learning standards.

Interim assessments for science will be developed internally with the guidance of a science curriculum specialist. As a part of interim assessments, students will be expected to complete unit themed projects as either a whole class, in small groups, or individually depending on grade and ability. In addition to CCSS aligned assessments, these interim project-based assignments are intended to evaluate students' ability to show mastery of 21st century skills explicitly measured in rubrics created by the science curriculum specialist and Blaine teachers.

State Assessments (Annually)

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

Professional Development

To support the use of new curricula, families should be aware that teachers must receive professional development and training. Monthly, teachers will be engaged in professional development to deepen teachers' knowledge of the subjects that they teach, the methods they use to teach, and the materials that support teaching, in order for students are to continue to show significant gains in academic achievement.

Report Cards

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

Promotion & Retention

Blaine students will be promoted or retained in accordance with district policies. If students are not meeting grade level standards at the end of the first quarter, teachers create an action plan with the student and their parent or guardian. If the action plan does not yield adequate results, the teacher will make a recommendation for retention to the principal and will provide data to support their recommendation. For students in grades 1-8, retention decisions are made by the principal. For kindergarten students, parents must agree to retain a student. Students who are retained will be provided with customized scheduling and intervention support, outlined in their personalized learning plan, which addresses their academic and social emotional needs.

Student Intervention

Response to Instruction and Intervention (RtII) is an early intervening support process where the goal is to improve student achievement using research based interventions matched to the instructional need and level of the student. The core of RtII is the premise that ALL children can learn. In Pennsylvania, RtII carries dual meaning: first, it is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. Second, RtII is an alternative to the aptitude achievement discrepancy model for the identification of students. This strategy allows education professionals to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in guiding instruction to prevent academic failure and provides data that may guide eligibility decisions for learning disabilities. In brief, RtII is:

- A data-driven model to enable early identification and strategic interventions for students at academic or behavioral risk
- A multi-level instructional framework aimed at improving instruction for ALL students
- A shared, collaborative, decision-making process among professional educators

Universal screeners will be used to address student needs in RtII.

Special Education

Blaine School will provide special education services to students with disabilities in accordance with the School District of Philadelphia's Procedural Manual. The Manual provides educators, school administrators and parents with procedures and guidelines to identify, evaluate, place, and educate students with disabilities in Philadelphia Public Schools. The procedures included in this Manual reflect the Office of Specialized Instructional Services' (OSIS) interpretation and understanding of the most recent federal and state disability laws and regulations, and judicial decisions and court consent decrees effecting the education of students with disabilities.

<http://webgui.phila.k12.pa.us/offices/s/oss/manuals-policies--procedures>

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

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

Step 1: Identification

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

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

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

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

Step 2: Individualized Education Program (IEP) Process

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

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

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

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

Parent/Teacher Conferences

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

HOMEWORK

It is the policy of the School District of Philadelphia and the James G. Blaine Elementary School to assign homework each evening to every child. Homework is designed to strengthen basic skills, extend classroom learning, reinforce good study skills, develop initiative, responsibility and self direction, increase the range and scope of interest, and foster worthwhile use of leisure time.

Homework should be assigned **five days per week** and should reflect content from the curriculum. During vacation times, homework assignments will be given.

Suggested homework times are:

Kindergarten	- 20 minutes
Grades 1 - 2	- 30 minutes
Grades 3 - 4	- 45 minutes
Grade 5	- 60 minutes
Grade 6-8	-120 minutes

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

Effective Homework Strategies to Help Your Student At Home

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

Blaine School Pledge

We are future leaders living a dream.
We take pride in our school, our home, and our community.
We will come to school on time each day.
Learning is our goal.
We are smart, talented and peaceful.
I know we can achieve.
Who are we?
We are future leaders living a dream.

Blaine School Song

Sing a song for our school,
It can really top them all;
Sing a song, loud and clear
For Blaine School.
It's the best in the land,
There is no school so grand,
give a cheer loud and clear
For Blaine School.

Refrain:

*The colors are bright,
They are cherry, grey and white,
Standing for honesty and life.*

*We will make a team
That's really "on the beam".
Give a cheer loud and clear
for Blaine School.*

Through each day, work or play,
What we do and what we say
Should reflect what we've learned at Blaine School.
Skies of blue, skies of gray,
We are happy anyway
For the standards held high
At Blaine School.

Refrain:

ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK

Please return this form signed to school

By signing below my child and I acknowledge that we:

1. received the Blaine School handbook;
2. read through and understand the contents of the handbook;
3. agree with all the policies and procedures;
4. understand that any violation of the policies and procedures will result in certain consequences.

Parent/Guardian (Print)

Parent/Guardian (Signature)

Date

Student (Print)

Student (Signature)

Date