

# Gompers Elementary School

5701 Wynnefield Ave.  
Philadelphia, PA 19131

## Staff Handbook

### 2021-2022 Academic Year

Mr. Phillip DeLuca, Principal  
Dr. Tanishia Pride, Assistant Principal  
Dr. William Hite, Superintendent  
Ms. Rahshene Davis-Bowie, Assistant Superintendent

This is an informational handbook that should be used as a reference throughout this academic year. The material contained is not all-inclusive, but highlights information most often needed. Among its contents are specific procedures for the operation of the school, as well as the policies of the School District of Philadelphia. Please remember that all policies are developed for the good of the children, the staff, and the school, in good faith, and in compliance with the current Philadelphia Federation of Teachers contract and other bargaining unit contracts as well.

*At times, it may become necessary to add or change information in the staff handbook. If so, you will be notified of these changes.*

We have to improve life, not just for those who have the most skills and those who know how to manipulate the system.  
But also for and with those who often have so much to give but ever get the opportunity. ~*Dorothy Height*

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## Principal's Message

August 23, 2021

Greetings Gompers Teachers and Staff Members,

Welcome Back to the 2021-22 school year!!!!

I am honored to serve again this year as the Principal of Samuel Gompers Elementary School. It is a privilege to lead this learning community during another year of incredible change and uncertainty that COVID-19 has placed us in, as well as the racial unrest in our nation. However, knowing that the reason we are here is to cultivate the students makes me excited about the tremendous possibilities that we can accomplish together this year.

This year, Dr. Hite will continue with his mission, "Equity for Students in Every School". This concept is simple - equality for every student, regardless of where they live, or their background, their school experience will be great! This goal aligns with our current mission of:

- A Challenging Educational Program
- Inspiring students to achieve both, intellectually and personally
- Caring and respectful professionals/individuals to guide our students
- Developing students who are resilient, well equipped, and socially responsible

This year again, we will accomplish this important task through a stimulating and comprehensive program. It is still our responsibility to ensure the safety of our students, develop their talents and watch them soar!

I believe that genuine collaboration fosters ownership of a rich school culture. Supporting our Gompers students to do well at school and in their lives is the core of our work. I will continue to work diligently on behalf of our students and school. As we embark on a new school year, I look forward to working with each and every one of you again. Teamwork, flexibility and cooperation will be the key to success for all at Gompers.

Sincerely,

*Phillip DeLuca*

Phillip DeLuca - Principal

[Seven tips for setting up a productive learning space at home](#)

## Section I: General Information

### *Our Vision, Mission, & Core Values*

#### **Our Vision**

To prepare our students for the high school, college and career of their choice.

#### **Our Mission**

Our mission focuses on developing the character, scholarship, and leadership potential of every child.

By 8<sup>th</sup> grade graduation, we expect every student to meet the following standards in these areas:

- **Character** – Words and actions demonstrate the school pledge and core values.
- **Scholarship** – Proficiency on the PSSA for Reading, Math, and Science
- **Leadership** – Proven Capacity to inspire, organize, and manage themselves and others. (Example service learning Project)
- 

#### **Our Core Values**

We believe that each day every students will display the following attributes:

- **Be Responsible**
- **Be Respectful**
- **Be Peaceful**
- **Be Safe**

# Gompers 2021-22 Organizational Chart

Phillip DeLuca – Principal

Fatima Atwell - Secretary

## Leadership Team:

Dr. Tanishia Pride - Assistant Principal

Sharonda Smith - Dean of Students

Kelly Anatol-Castelli - School Based Teacher Leader K-3

Clyde Jones - School Based Teacher Leader 4-8

Kami Lynch - Special Education Compliance Monitor

Marcia Hill-Rivera - Technology Leader

Kaitlin Fox - Building Representative

Amanda - Counselor

Rennie Parker - Community School Coordinator

Williams - Nurse

- School Psychologist

# Teachers

## **Kindergarten**

Kathryn Cifelli- Kindergarten Room 101

## **1st Grade**

Concetta Henkel Room 105

## **Grade 2**

Tracy Davis Room 213

## **Grade 3**

Anisa Sofroni Room 207 ELA/Social Studies

Brian Kelly 211 - Math/Science

## **Grade 4**

206 Self Contained

## **Grade 5**

Laura Floyd - 203 (5th Grade Homeroom) (Self Contained)

## **Grade 6**

Loren White

Jacquiline Edmonds

## **Grade 7/8**

Jarryd Hudock R-1 (8th Grade Homeroom) ELA Gr. 7 (R-3/R-4) and Gr. 8 (R-1/R-2)

Saidas Foster R-2 (8th Grade Homeroom) Social Studies Gr. 7 (R-3/R-4) and Gr. 8 (R-1/R-2)

Elizabeth Vellikara R-3 (7th Grade Homeroom) Science Gr. 7 (R-3/R-4) and Gr. 8 (R-1/R-2)

Lynn Frazer - Math R-4 (7th Grade Homeroom) Gr. 7 (R-3/R-4) and Gr. 8 (R-1/R-2)

## **Special Education Autistic Support Teachers**

Angela Giorno - 102 AS Gr. K-2

- 208 AS Gr. 3-5

Kaitlin Fox - AS 210 Gr. 6-8

## **Special Education Learning Support Teachers**

Kami Lynch - SPECM 204/ LS K-4

Kenneth Clouse - 107 LS 5-8

Kim Behling - 103B Speech Therapy K-8

## **Expressive Arts/Prep Teachers**

Marcia Hill-Rivera - 202 Computer Technology K-8

Chamaine O'Hanlon - Gym Physical Education/Health K-8  
- 201 Music K-8

Dr. Carolyn Stout - 205 Mindfulness

## **Instrumental Music Support Teachers**

- Strings Room C

Vanessa Taylor - Percussions Room C

Marcus Myers - Strings Room C

# Support Team

## Classroom Assistants for Autistic Support

210 (Fox)

104 (Giorno)

208 ()

Price

## Classroom Assistants 1:1

Baily

Bridgeford

Chick

Davis

Douglas - Student TBD

Harold

Harrison

Jones

Lites

Price

Sow  
Sullivan  
Theiman  
Walker  
Marino

## Supportive Service Assistants (3 Hours) Title 1

Wilson  
Champagne  
Timmons  
Gethers

## Custodial Staff

Joe Montgomery - Building Engineer  
Morik Capers - Custodial Assistant  
Christine Kenedy - General Cleaner

## Food Service

Rabia Abdul-Rahman - Food Service Manager Cafeteria 7:30 - 2:30

## Bus Attendants (5 Hour)

Tarasha Mercan - Also a 3 hour Climate Support (9:00 - 3:00) High Needs Grade 7/Cafeteria/Recess

Waynetta Slaughter -

## Student Climate Support (3 Hour) Operating Budget

Mercan - 10:45 - 1:45 Cafeteria and Recess Need to change of SIMS

Pagan - 10:45 - 1:45 Cafeteria and Recess

Marks - 10:45 - 1:45 Cafeteria and Recess

## Community Based Organizations

### WE PAC

Diane Williams - Coordinator

Methodist Services For Children

## Security/Safety

Carman Harris - Crossing Guard - 7:30 - 9:00, 12:00 PM - 1:00

SPO TBD - School Police Officer

Child Guidance will be with our new Mental health Supporter

## [School District of Philadelphia Academic Calendar](#)

Parental Involvement

## [Parent and Family Engagement](#)

Parents and caregivers play a vital role in the education of their children. You are encouraged to participate in all school activities, workshops, conferences, and meetings. Your cooperation is an important part of your child's progress. We encourage and expect you to support, promote, and work with your child in the following areas:

## **Section II: Staff Procedures and Expectations**

### **Samuel Gompers School Staff**

All school staff members are to provide a safe, secure, and educationally sound environment for our children. We will prepare our students to be life-long learners and must act as role models for them. All staff members are to maintain professionalism in all areas of the Gompers community. Decorum is of the utmost importance, as well as, staff appearance. It is crucial that conversation about the progress of our students is spoken at the proper forum. It is imperative that the parents of our students be in constant communication with our school, as it is a team effort. All staff members are to adhere to the Family Education Right to Privacy Act (FERPA) and maintain confidentiality of records/grades.

### **Signing the Register**

ALL employees are required to personally sign the Time and Attendance (T&A) Register immediately upon entering the building, indicating time of arrival. The time indicated on the office clock is the time to be entered on the sign-in register. **You are late after 8:00 AM (Designated Support Staff) 8:10 AM Teachers grades 7-8 and 8:30 AM for all Teaching Staff.** A member of the office staff will circle that day's space on the register for staff members not signed in and who are expected to be present.

## Attendance & Punctuality

All staff members are integral parts of the school and critical to an effective instructional program. When a staff member is absent or late, the continuity of the instructional program is interrupted. Absences and lateness affects the educational program and places a tremendous burden on other staff since other persons are assigned to perform the duties of individuals who are not present or late. Therefore, it is the responsibility of each staff person to make every effort to maintain a good attendance record.

**The arrival time for teachers is 8:05 AM. Teachers are expected to be able to pick up their students and have them in their classrooms to begin instruction by the 8:15 bell to begin first period.** An employee must call the office if he/she is going to be late. The employee must provide an estimated arrival time.

- An employee who has failed to notify the school within one-half hour after the required time of arrival shall be considered absent.
- Lateness extending beyond two hours of the required time of arrival shall be considered a half day absence.
- Prompt arrival at work will be strictly enforced via the following procedures:
- Lateness will be circled on the time and attendance sheet
- Warning letters will be distributed
- Staff Member/Administration conferences will be held with union representation
- Anecdotal records will be filed
- An unsatisfactory rating ascribable to excessive lateness will be recommended when appropriate

**Leave of Absence Without Pay-** Prior approval must be secured for each requested leave of absence without pay. An employee may not take this type of leave without prior approval from the Principal and/or Human Resources. The purpose of this requirement is to allow sufficient time to consider the request, to decide whether it may be granted, and to determine the rate of salary reduction, if any. Such requests must be prepared by the applicant and presented to the Principal in writing for submission to the Learning Network and/or Human Resources. Requests that would have the effect of extending school holidays or beginning the summer vacation earlier or extending it will not be approved.

**Personal Leave Days-** Ten month employees are granted three days leave each calendar year without loss of salary for urgent personal business which cannot be conveniently scheduled on other than work days, and for personal emergencies requiring immediate attention.

Extension of school holidays, or beginning the summer vacation earlier or extending it later, shall not be deemed personal and may not be taken except in most unusual circumstances as hereinafter provided. Application for such personal leave shall be made upon for SEH-86 (Request for Absence). Unused personal leave at the end of each year may be accrued without limit.

No more than three days may be used for personal leave in any **single calendar year** unless a ten (10) month employee has accumulated thirty (30) days or more in his/her personal leave bank. In this case, he/she shall be allowed to use up to a maximum of two (2) additional personal leave days from his/her bank per year.

**Extended Sick Leave-** Employees while on sick leave are not permitted to be on school premises without contacting the principal.

**Emergency Early Leave-** Employees that have an emergency and are requesting to leave early have to notify the principal and receive approval. The principal will notify the Roster Chair who will provide coverage. The employee cannot leave until the coverage has been secured.

**Please refer to Staff Absence Policies posted on the School District's website for further information.**

## [Copy of Seh-90](#)

### Procedures for Reporting Absences:

Excessive absence on the part of school staff has an adverse impact on the educational program, the continuity of instruction, and the overall school climate.

#### **How do I interact with Kelly Services?**

1. You can interact with KELLY on the internet at **www.aesoponline.org** Here, you will be able to enter absences, check your absence schedule, update personal information, and exercise other features such as uploading your lesson plans for substitutes to view online.

2. You can also call KELLY toll free at 1-855-KELLY55 simply follow the voice menu to enter and manage absences and access other features. We recommend that you call in to check the computer recording of your name and title. To do this, press Option 5 and follow the prompts.

**3. Gompers Elementary School                      215-400-7250**

After the close of school or no later than **7:45 AM** the day of your absence, staff members must either call or use the Internet to report an absence.

Gompers Elementary School must be called no later than **7:45 AM** on the day of the absence, giving the reason and the anticipated number of days. It is the employee's responsibility to indicate the type of absence and to note the time of the phone call and job number. Employees must ask the name of the Gompers Staff member who took the phone call of the absence and/or lateness.

The day prior to your return, please notify the office by telephone no later than **2:00 PM** If you fail to call, the substitute teacher will be retained for the next day and you will be coded absent.

**Documentation of Absence-** Immediately upon return to work, the employee must complete form SEH-86 (absence card). When an absence for illness exceeds three consecutive days, the employee must furnish a statement from his or her physician.

## Leaving Early

Requests to leave the building early and arrive late are to be submitted to the principal for approval in writing one day in advance. A form has been created for such requests and is located in the Main Office. *These requests may or may not be granted.* **All staff members are required to use the Sign-Out/Sign-In book located on the front counter when leaving the building other than the assigned lunch period.**

It is expected that all staff members work the entire school day. Students are depending on you. Please schedule appointments after the close of the school day. Should an emergency occur, please speak with Principal DeLuca, only the principal can provide approval for leaving early.

## Preparation Periods

Staff members are encouraged to use this time to plan lessons, meet or contact parents and/or students, meet with other staff members to plan and coordinate instructional activities. For the safety of each teacher, any staff member who chooses to leave the building during his/her prep must sign the Staff Sign-out/Sign-In book located on the front counter. *Preparation periods may not be used to leave early and/or arrive late.* Preparation periods cannot be switched without a written request submitted to the principal. **Teachers will receive 60 minutes per day which is 75 minutes longer than contractual time. On Tuesdays or designated day, grade bands or individuals will meet for Common Planning Time See Google Calendar. Teachers having to cover a class will be compensated at the contractual rate. Prep Teachers who do not have a class due to a trip, will get a prep payback.**

***Lost Preps-*** When substitute coverage is unavailable Principal DeLuca will determine who provides coverage on a rotating basis as much as possible. Children come first so if it makes sense for students to remain with their teacher, this will be done. The office will contact the staff member as soon as possible when a preparation period is to be made up. Failure to accept a prep make-up will result in the teacher relinquishing the make-up period.

## Main Office

The main office is the nucleus of our school. It is the place that gives the first impression to the Samuel Gompers Elementary School community and guests who are visiting the building. There is a set decorum that is expected of ALL when in the main office. Our staff will assist you with any need. Please be patient and understanding, as to the requests

that are needed “as soon as possible.” Please be careful with important school documents; documents should never be left unattended.

Proper office decorum is of the utmost importance. Please be sensitive to those around you, especially parents, guardians, and students who are waiting in the office.

**Mailboxes-** Staff members should check their mailboxes upon entering the building in the morning, during the lunch break, and before leaving the building, for telephone and other messages. **Students are NOT to be sent to the mailboxes to gather items on behalf of the teacher.**

**Keys-** Staff members are responsible for keys given to them at the beginning of the year. Keys may not be duplicated or given to other staff members. Please take extra precautions with key(s) given to you. **Keys are to be left in staff members’ mailboxes at the end of each day when you know you will be out. You may take your keys home but you are responsible for lost or stolen keys. Please report lost or stolen keys**

**Copiers & Fax Machines-** Please do not use the copier that is located in the Conference room **if the copier in the** designated teacher’s area is open. The copier in the teacher’s area on the 1<sup>st</sup> floor is designated for staff usage. In addition, when printing to the copier in the Conference room be aware that people are using this copier regularly and you should pick up your copies as soon as possible. The office staff can continue to supply paper for this and request for paper can be done every 2 weeks .

**Personal Telephone Calls-** Philadelphia School District Policy prohibits using of official telephone lines for calls dealing with matters not directly related to official school business. Failure to adhere to this policy can result in disciplinary action. Calls made to parents may be made from the phone in main office. **Please use a quiet voice when discussing matters in the main office. There should NOT be any students of family members that are able to hear your conversation**

The office phone is not to be used for personal business. However, calls that are considered to be an emergency can be made and received. Under no circumstances are long distance phone calls to be made without administrative authorization. If authorization is received, the call must be recorded in the log kept in the main office. **During instructional time, staff will not receive phone calls unless it is an emergency.**

Only authorized persons may answer the office telephone. Your desire to be helpful is appreciated. However, the school is better able to maintain a tracking system of calls received when only those authorized answer the telephone. Thank you for your cooperation in this matter.

**Releasing Information via Telephone-** Please use very careful judgment before releasing any information via the telephone. Under no circumstances are addresses or phone numbers of pupils released unless the request is from a school district official. Parents/Guardians should be the recipients of information about student grades, behavior, and attendance, not neighbors and friends. Requests for information (student records, etc.) must be approved by the office and will take place in the office.

**School Property-** Pupils pockets, official school records, and school equipment are never to be removed from the premises. Classrooms are to be locked when they are vacant.

**Messages-** Please refrain from receiving personal phone calls while in school unless it is an emergency. Once a telephone call is received, a message will be placed in your mailbox to inform you about the message. The phone in the Teacher's Lounge is available to teachers for contacting parents or school related matters. **There may be a time when teachers can request that a parent call be sent to the room in extreme circumstances like an illness or a parent who has been a challenge to reach. Also, please be respectful of your colleagues when calling another staff member during instructional time. Use email as much as possible as this is least intrusive.**

## Cell Phone Usage

**Teacher/ Staff cell phone use during instructional time and meetings is prohibited.** During instructional time, please put cell phones on vibrate. Students may not use cell phones while in school. Teachers are asked to set the tone concerning cell phones. In addition, please follow School District policy and procedures concerning student cell phone use.

## School Facilities

**Building Engineer and Custodial Services-** The role of the building engineer and the custodial staff is to provide a safe and clean environment for our students and staff. Staff members' cooperation and assistance in this matter will provide an environment conducive to learning. For emergencies (vandalism, student illness, broken glass), call the office and report the relevant information. All custodial requests go to the principal for signature. All emergencies should be reported to the principal who will then designate a staff member to complete a serious incident report. Put the relevant information on the "Request for Custodial Service" form and submit it to the Principal. The Principal will then present it to the Building Engineer.

***Classroom Housekeeping-*** The environment established and maintained in the classroom is extremely important. The room should reflect an orderliness and neatness that is pleasant and conducive to learning. Teachers should group student desks to make the most effective and efficient use of floor space. Make provisions when arranging seats for the effective distribution and collection of materials and movement to and from the coat-room closet. Arrange desks to provide for optimum lighting. Students should be taught to keep the desks, coat closets, and floor neat and clean. The teacher's desk and instructional areas should set examples. Student desks should be checked and periodically cleaned. Suggest a pattern of arrangement under desks, which makes books and supplies readily available. Encourage students to help keep the building clean by picking up any paper or debris found on the floors and by not bringing food items from the lunchroom. At no time should food of any kind be eaten in the hallways, or lavatories. Learning centers and bookshelves should be neat and arranged orderly. Keep supply closets orderly. No flammable materials may be stored. **By order of the Fire Marshall, clothesline displays are not permitted in schools.**

#### ***Classrooms Reminders-***

1. All scraps of paper should be picked up from the floor.
2. Trash cans should be located in an accessible place.
3. Do not place any tape on the floors that could cause tripping.
4. Do not leave any money in the classrooms overnight.
5. All personal belongings should be locked daily.
6. Students should routinely organize their desks i.e. Friday afternoons. Teachers should inform students how their desks are to be organized....example...poster board.

#### ***Bulletin Boards and Hallway Displays***

Teachers must appropriately decorate bulletin boards and display a variety of student and staff artifacts in the hallways (as well as in the classrooms). The appropriate display of student and staff work provides a marvelous opportunity for the meaningful sharing and enjoying of such work among students, staff and parents. Should teachers have an abundance of student work and wish to have it displayed elsewhere, in addition to your own area, you are encouraged to do so. Bulletin boards located outside of a room is a teacher's responsibility. Support Staff will be assigned to various communal bulletin boards throughout the school.

***Staff Lounge-*** The faculty lounge is located in the middle of the second floor. There is a refrigerator and microwave for faculty use in that room as well as on the 1<sup>st</sup> floor Teacher work area. There are no vending machines located in the lounge. **The lounge is to be used by staff members. Children are not permitted in the lounge.** Please be respectful and keep the lounge clean. Every Friday, refrigerators should be checked for spoiled food items and they should be discarded.

## Visitor's Policy

All visitors to Gompers must receive an official Visitor's Pass from the Front Desk. Teachers cannot give anyone access to their classrooms without an authorized visitor's pass. **If an individual does not possess a pass, please refer them to the Main Office.** If a problem persists, please contact the office for additional support. Teachers are prohibited from holding conferences during instructional time.

## Safety

When we think of violence in schools, the horrific acts that occurred at Columbine High School Virginia Tech and Northern Illinois University come to mind. These incidents, and others like them, are the worst cases of violence in our schools, yet at times they seem to overshadow the increasing prevalence and severity of school violence. Why is School Safety Important? Safety in our schools is important and necessary to support the academic success of each child, giving them the opportunity to learn and achieve in a safe and nurturing environment.

- Refrain from propping doors open.
- Do not allow parents or guardians to enter the building with you.
- Upon entrance make sure the visitor has a valid identification card.
- ALL visitors must be buzzed in; respectfully close the door, and instruct them to ring the bell.
- All visitors must sign the visitor's log located at the front desk.
- Designated staff will sign in at the main office.

## School Security

All rooms are to be locked whenever the class and teacher are not present. This includes short absences, such as going to the restroom. All valuables, such as purses, coats, and computers, should always be secured. All school funds including class trip money should be turned into the Principal daily. All grades and roll books should be in a secure location when the teacher is not present.

- The key to this secured location should be on the teacher's key ring.
- The location of the grade and roll books should be indicated on the teacher's Emergency Lesson Plans.

Teachers meeting with parents are invited to use the various offices. If an unexpected parental conversation begins to become uncomfortable, walk directly to the main office for immediate assistance. If this is not possible, get to a phone and call the office. Assistance will be dispatched immediately to your location. Teachers are urged not to schedule early morning or late afternoon meetings in unoccupied areas of the school.

## Guest Speakers

Staff members who wish to arrange speakers for classroom or assembly programs must obtain prior approval of the Principal. Guests in the classroom must present information related to mandated areas of study for the grade.

## Volunteers and Community Assistants

Volunteers and Community Assistants are assigned to school programs by administration. Teachers should inform the office when they have made arrangements for parents to volunteer in the classroom. All volunteers and Community Assistants must participate in an orientation with administration and staff trainer. Volunteers must sign the volunteer register. All volunteers must have clearances.

## Employees' Children in School

**Children of employees are not permitted in school during the work day.**

## Team Meetings

As a Professional Learning Community there will be numerous occasions where staff members as a whole or in small groups will be required to meet. This includes, but is not limited to, Grade Group Meetings, MTSS, Safety Meetings, and Faculty Meetings. In order for these meetings to be effective and run efficiently, it is necessary that all participants adhere to certain norms. The following is a general list of expectations at meetings that are held within our Professional Learning Community:

Unconditional regard to the speaker

Active participation and Active listening

Refrain from using electronic equipment such as cell phones, laptops, and PDA's

Disagree with ideas and not people  
Start and end on time

## Student Attendance Sheets

All daily attendance be entered into the system by **9:15 AM** each day. Please code the attendance sheets appropriately. In the event that a student is late and not absent, it is the teacher's responsibility to properly code it in SIS.

It is the responsibility of the entire school community to help all children improve attendance. Proper documentation of attendance concerns and strategies for improvement must be done uniformly throughout the school. The following guidelines must be implemented and followed judiciously.

Use SIS Messenger to send a call, text and email message to parents daily to promote attendance. If you are not able to use messenger, a leadership team member will be able to do this daily. K-2 - Mrs. Castelli/Ms. , 3-4 - Ms. Smith 5-6 Mr. Jones, 7-8 Mr, Hudock and Mr, DeLuca.

### **A. When to become concerned about a student's attendance or lateness:**

1. 3 or more unexcused absences
2. Excessive lateness (more than 4X monthly)
3. Excessive excused absences (patterns emerging, random individual days, more than 2 per month, etc.)
4. The goal is 9 days or less so be persistent in messaging this.

### **B. What to do:**

1. Call the parent (The same morning of the lateness or absence to create sense of urgency)
2. Send a note (email, text, or Dojo) the same morning...SIS has a messenger component
3. Call the parent again (Continue a constant communication until an excuse is noted)
4. Discuss at grade group/ MTSS meeting and develop strategies to help child improve attendance
5. Refer to counselor to see if an intervention plan is necessary

## School Wide Behavior Token Economy

All teachers will be responsible for maintaining DoJo for every student in their class. Support staff will have access to these documents and can participate in Dojo. If you need help see Mr, Hudock, Ms. Orr, or Ms. Davis

## Fun Fridays

DoJo is used for the whole school will have a point system for all students to participate in Fun Fridays. Teachers will be responsible for deciding, along with students, what activities will motivate the students. The activities should time and age appropriate. A 30-45 minute time frame is strongly suggested at the end of the day. However, movies may be longer. Teachers of grade bands can work together to keep non participants in the same room for alternative work.

## Restorative Justice Grades K-4

Students in grades K-4 will use a Restorative Justice curriculum .Please see Dr. Pride or Ms. Smith for more information.

## Justice Council Grades 5-8

Room 205 from 1:15-1:54 Students in grades 5-8 will run a Justice Council where they will hear actual infractions and hand out restorative justice practices in room 205 with a teacher running the group.

## Restroom and Hallway Procedures

The following rooms have their own Restrooms and should use them: R-1, R-2, R-3, R-4, R-5, 101, and 102. Teachers are to use professional discretion when sending students to the bathroom on a regular basis. Any student traveling in the hallway for **any reason** should be issued a **hall pass**, no exceptions. Students should travel in pairs. If a pattern develops with individuals that frequently request to use the restroom please refer the student to the school nurse or school counselor. Teachers should also discuss with students the proper way to care for the restroom facilities.

Hand washing is extremely important. **There will be a bathroom schedule break for all students in rooms with no restrooms. Teachers should fill in the time slots listed below for AM and PM breaks: Prep Teachers are not to take the bathroom breaks as they should be done prior to or after, when possible. Students will have access to the bathrooms during Lunch/Recess and therefore the breaks should not extend or precede lunch times. Homerooms on 1st floor use 1st floor bathrooms. Homerooms on 2nd floor use 2nd floor bathrooms. No use of 2nd floor bathrooms from 10:45 - 2:00 PM. No use of 1st floor bathroom by any students in grades 3-8. Students in grades 3-8 needing to use the restroom on the 1st floor must be accompanied by an adult.**

**Bathroom Schedule 1st Floor**

<b>Grade/Room Number</b>	<b>AM Time</b>	<b>PM Time</b>
101		
102		
105		
106		
107	NA Upper Grade	NA

**Bathroom Schedule 2nd Floor**

<b>Grade/Room Number</b>	<b>AM Time</b>	<b>PM Time</b>
2 - 213		
3- 207		
6-212		
3- 211		

4 - 206		
5 - 203		
5 - R-5	NA	NA
AS 3-5 - 208		
AS 6-8 2210		

## Nurse/Health Room Procedures

**Please contact the nurse via telephone before sending a student to the office.** For minor illnesses or injuries, students should be sent to the Health Room with a note giving the child's name, reason for referral and the time the student left the classroom. The office is to be provided the same information when the nurse is unavailable. Teachers who wish to refer students to the nurse for an evaluation of a potential problem (including poor vision or hearing) should set up an appointment. The nurse will dispense all medication to students. In the absence of the nurse, an administrator/designee will dispense the medication to students.

Students may not bring any kind of medication, including cough drops, to school without a note from their parent/guardian. All medications brought to school must be in labeled pharmacy containers and given to the nurse at the start of the school day. If these rules are not followed, the medication must be taken from the child and will not be given. The school nurse will contact Parents/Guardians.

## Child Abuse and Neglect

Section 1205.6. Child Abuse Recognition and Reporting Training.--(a) School entities and independent contractors of school entities shall provide their employers who have direct contact with children with mandatory training on child abuse recognition and reporting.

[https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id= 2\\_1](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 2_1)

Because of sustained contact with school age children, school personnel are in a position to identify children who may be abused or neglected. If any student(s) show signs of abuse or neglect please comply with Pennsylvania's Child Protective Services Law. Thus, all employees are required to report suspected child abuse and/or neglect. As a courtesy **immediately inform Principal DeLuca and the counselor.**

When a CHILDLINE is called depending on the situation of the case the state contacts Philadelphia Department of Human Service and a social worker will be sent to the school. Please be prepared to remain at school for questioning and have any supporting documents that can help resolve the case.

## Records

### ***Student Admission:***

1. Do not add students to your roll unless you have received an Admit/Dismiss slip; EH24. Contact the office for clarification.
2. No student may be switched from one class to another without the approval of the principal.
3. Do not record a transfer or drop until you receive an EH-24 slip from the office.

### ***Roll On SIS:***

1. Roll LEGAL document.
2. The teacher is to secure absent notes for the entire school year.
3. Teachers are responsible for monitoring attendance.

## Care of Classroom Books and Materials

Books and other hardware materials are vital to the learning experience in the classroom. Teachers should encourage students to take good care of all books and materials. Torn pages should be repaired and pencil marks should be erased.

Report Cards should not be issued to students with outstanding debts resulting from lost or damaged books. Send home a book contract form that requires a parent/guardian signature. Keep this information in a separate folder. Encourage parents to cover all books that are being sent home. We cannot withhold academic records just the report card.

Hardware equipment should be kept in a secure location in the classroom. If there is damage to any equipment by a student, please notify the office immediately. Parents/Guardians must be contacted.

Each student is charged with the responsibility for the proper care of school property and the school textbooks, supplies, and equipment entrusted to his/her use. Students are responsible for the care, maintenance, and timely return of all textbooks.

### ***The following guidelines must be followed to distribute and monitor textbooks:***

- Students are permitted to take school textbooks home. Check to be sure that the school name is stamped on the inside. The student's name, section, and the date must be in ink.
- Textbooks should be numbered or coded. **A record must be maintained with the names of students and the code number of their books.** Copies of textbook records must be submitted to the office.
- Teachers are expected to monitor use and condition of books and conduct weekly book checks.

**Teachers must maintain an accurate record of all books, calculators, and laptops received and distributed to students. Teachers must record all lost and/or damaged materials and resources and report to administration in writing immediately. Teachers that do not develop and maintain procedures for distribution and collection of school resources can be held responsible them.**

## Supplies

Supplies are of a limited quantity and will be distributed to teachers to meet the basic needs of their classrooms.

## Smoking

**Please be reminded that there is no smoking in or on school grounds.** (Refer to School District Policy and Procedures)

## Technology

The School District of Philadelphia provides students, staff, parents, guardians and other authorized individuals with access to computing equipment, electronic communication systems and network resources, which includes Internet access, whether wired or wireless, or by any other means. This access has a limited education purpose for students and is to facilitate employees' work productivity.

For instructional purposes, the use of Internet, computers and network resources shall be consistent with the curriculum adopted by the district, as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Should your laptop or computer gets lost or stolen, you MUST: (i) immediately report the incident to the principal; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to his/her immediate to the principal. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School District for the replacement of such equipment.

## Section III: Instructional Expectations and Observations

### Lesson Plans

**Making the Principal and Assistant Principal Co-Teacher for Google class is the expectation during Remote Learning**

Lesson Planning is essential to effective instruction and learning. Each teacher is expected to provide well-prepared daily/weekly lesson plans. Lesson plans will be reviewed on a weekly basis and may be reviewed by the principal at any time.

All lesson plans are to be sent via email on **Fridays by close of business**. Revisions made to lesson plans should be completed no later than Monday 9:00 am. Google docs is the recommended application for easy access and review when observing lessons. In addition, recommended lesson plan formats have been distributed. Grade Group Meetings will review lesson plan formats that make sense for Math and Literacy blocks as plans vary from grade to grade and subject to subject.

#### **SEVEN STEPS IN AN EFFECTIVE LESSON (Generic)**

- |                                       |  |
|---------------------------------------|--|
| 1. Gain attention of the learners     | Focuses on learning. Develops a readiness for the learning that will follow.   |
| 2. Review relevant past learning      | Teacher helps students transfer something they already know to new learning. Reviews learning that needs to be automatic. It actively involves all students. |
| 3. Communicate the goal of the lesson | Teacher communicates to students what they will learn and how they will be able to demonstrate this new skill.   |
| 4. Present new material               | Teacher teaches new material in small steps. Involves modeling, questioning, responding, explaining and directing.   |
| 5. Provide guided practice            | An ongoing process throughout a lesson during which teachers monitor student progress and adjust their teaching accordingly.                                 |
| 6. Provide independent practice       | A form of practice where students complete a task without any additional input from the teacher.   |

7. Close the lesson

Systematic review of newly learned material and checking for goal attainment.

**NOTE:** Literacy Block and Math blocks are on the Roster document and Lesson plans should align.

## Classroom Environment Checklist

In order to ensure that ALL teachers have classrooms that are inviting and conducive for learning, we are providing you with a checklist for your classroom environment. All teachers, including specialist teachers, are expected to adhere to the classroom environment criteria. If you are in need of any assistance with your classroom environment, please contact any of the following persons:

Mr. DeLuca, Principal , Dr. Pride, Assistant Principal, Mr Clyde Jones, SBTL, Mrs. Kelly Anatol-Castell,i SBTL

Teacher's name and subject area are clearly posted outside the classroom (must be typed)  
Student roster is clearly posted outside the classroom (in plastic)  
Incentives for students are visible  
Daily Schedule is posted and visible. Clearly stated & measurable objectives are posted daily (SWBAT...IOT)  
Students are in cooperative groups or evidence that cooperative grouping takes place (when appropriate)  
Teachers are facilitating (mobile, visiting groups) When appropriate  
Lesson Plans reflecting Common Core and Curriculum Engine are on teacher's desk or visible via laptop  
Data binder available & current (Includes Guided Reading data for applicable staff)  
Classroom & School-wide Norms, strategies, standards are clearly posted on chart paper  
Classroom Libraries are evident

### **What every Math classroom needs:**

Common Core Math Standards  
Standards for Mathematical Practices  
Common Core Literacy Standards  
Number Line  
Problem Solving Methods  
Meaningful Word Walls

PSSA Rubric

**What every Literacy classroom needs:** Middle School

Common Core Literacy Standards

Transition Words

Story Maps/ Character Maps/Graphic Organizers

Word Wall

PSSA Rubric

Updated Student Work Posted (Changed monthly) (Reflecting the implementation of the Curriculum) w/ Rubrics & Feedback

Homework Log

Parent/Teacher Communication Log

School wide incentive program for the Week - visible or online access for all to view

School Climate Visuals

School wide Expectations

“Cool or Chill Out” Space

PBIS Rubrics

Data Wall

College Wall (suggested 7/8)

- Career Wall and the connection to the subject (4-8)

## Emergency Lesson Plans

**Teachers are to develop emergency lesson plans for three (3) school days. These lessons should be updated each report period.** The Administrative Team will also review emergency lesson plans.

1. All emergency lesson plans are to be kept in the conference room.
2. Teachers must keep emergency lesson plans current and replace them as they are used. **Emergency plans must include:**
  - Seating Chart
  - Names of students who leave for special activities and who can assist as helpers
  - A homework assignment
  - Any special instructional activities you want carried out by the “guest teacher”
  - Location of materials, i.e., paper, books

3. Follow-up with students after the absence.
  - Review homework from emergency lesson plans as well as class work
  - Discuss behavior of students during the “guest teacher” stay
4. Teachers must demonstrate to the students that the instructional program continues in the teacher’s absence. Be sure emergency plans are not merely “busy work” activities.
5. **Teachers have 2 days after their return to submit updated, replacement plans.**

## Multi-Tier System Support (M.T.S.S.)

### Assessment Binders/Student Portfolios

Every teacher will keep a binder that have the actual assessment used on Fridays for each subject taught. Teachers will then be asked at grade groups to discuss the test and the student results on Tuesdays. Students are to get test signed over the weekend and place in their portfolio folders. These portfolio folders will include any reading, writing, math, science, social studies, PE, Tech, Music, or project that is being used for a report card grade. These Binders will be used during all meetings and there will be checkpoints during the school year reviewed by the, Early Literacy Coach, SBTL’s, and or the principal. **The dates for collections of the binders will be interim reports and 2 weeks prior to report cards:**

### Observations

**Informal-** Classroom visitations are a part of the daily standard operating procedure. You will receive written and/or verbal comments resulting from short classroom visits. Please do not ask your class to greet administrators or interrupt your lesson during this time. All informals will be on the EDS electronic system. The Principal is the only one who does EDS. All other coaches will keep notes that are not part of any official document. When the Principal completes an informal observation on EDS, teachers will receive a draft. It is the expectation that teachers will have 3-5 business days to review before the Principal submits. After the 5th business day it is assumed that you are in agreement for filing

Instruction and student engagement should be conducted in such a manner that exemplifies excellence and professionalism. All teachers are expected to have students engaged in current, relevant, curriculum-based, meaningful instruction and learning. The degree of classroom pride in

student learning and achievement should be apparent to all visitors. **Teachers, Please familiarize yourselves with the Danielson model. You may make an appointment with the Principal at any time to discuss observations. The Principal and coaches may want to meet with teachers after an observation to make corrections and support learning.**

#### **WALKTHROUGH WEDNESDAYS -**

**On Wednesdays, the Principal and the Leadership team will have a focused “walk-through” that will be announced. Data will be collected and reviewed on Mondays to then drive Team Meeting Tuesdays. The Principal may use the data to complete informals on EDS while the Leadership Team will only take notes for data purposes to support staff.**

**Formal-** The classroom observation is an important tool utilized by the Principal to evaluate and support data driven, curriculum-based instructional practices. Observations are a means to provide feedback and subsequent support to teachers. The Core Curriculum, Benchmark Assessments, and PSSA data as well as state standards should be utilized to drive instruction. This will be evident in student work displayed, and found in individual student writing portfolios, math folders, writing journals, student homework assignments, and projects. Lesson plans will also reflect data driven instruction occurring in the classroom, as well as adherence to the Core Curriculum.

Formal Observations will be scheduled for the most part. However, there may be times when the observation will take place “the week of”. Teachers will be given a pre and post observation conferences. Teachers may decide to use EDS to communicate post conference comments. The 3-5 business day response to EDS drafts is the protocol.

#### ***Standard Items Needed for Observation:***

- Cumulative Grade Book
- Updated Roll Book
- Updated Lesson Plans (should be emailed/current date)
- Updated Homework Assignment Master Book
- Student Writing Folders (containing published samples & Record of Writing)
- Updated Data Binder
- Updated Seating Chart
- Prominently posted Daily Schedule
- Updated Cumulative Record of Parental Contacts
- Current & Updated MTSS information (always maintain own copies)
- Posted Standards for the areas of Literacy (Reading & Writing with rubrics), Math, Social Studies and Science

- Goals & Objectives posted for current lessons
- Word Walls
- Subject Area charts and graphs prominently posted
- Current & Updated Student Work (should be graded, edited or a “work in progress”)
- Teacher-made visuals and charts (if applicable)

## Videotapes/ DVD's/ YOUTUBE

Nothing is more valuable than authentic instruction by a certified teacher. The use of videotapes (VHS, DVD, or online streaming) should be used to supplement the lesson and not used to replace good instruction. **Any videotape to be used must be clearly written in the lesson plan the week before it is to be used. Students are NOT to be streaming non educational videos during the school day. Choose appropriate rewards and limit these to FUN FRIDAY only.**

## Homework Policy

Homework is an extension of classroom learning. Teachers should assign meaningful homework assignments that relate to what has been taught in class. Homework is also a vehicle to inform parents/guardians of the lessons and learning that are taking place in the classroom.

**Homework must be assigned a minimum of four (4) nights per week.** Additionally, students should be assigned independent-reading assignments for at least 30-minutes each night. **INDEPENDENT READING AT HOME IS A PRIORITY.**

Each teacher will record homework assignments in Grade Book (or teacher’s book used for grades). Teachers must create a homework log either on a google doc or copybook...This is to document homework assignments and can be used for students to copy when returning from an absence. It should be kept in a visible location in the classroom in the event that an administrator would like to review it during a visit or observation.

It is the expectation of this administration that all teachers will be teaching at proficient and advanced levels. Students should be actively engaged in each lesson. All assignments must be aligned to the Core Curriculum. Assignments should reflect meaningful thought on behalf of the students. Teachers are to refrain from giving “busy work” (ex. Writing definitions 10x each; writing words out of the glossary). Teachers are to give assignments that promote problem solving and higher order thinking.

Teachers are to keep accurate records of the students who complete or do not complete assignments. Homework will part of the points system used by the school to gain rewards including Fun Fridays.

### ***Purposes***

In planning homework, emphasis should be placed on the value of the assignment. Homework is assigned in order to:

1. Strengthen basic skills
2. Reinforce study habits
3. Extend classroom learning
4. Develop initiative, responsibility, and self-direction
5. Stimulate independent thinking
6. Increase range and scope of interests
7. Foster worthwhile use of leisure time
8. Work on foundational skills
9. Complete projects
10. Differentiated as needed

## Meaningful Homework Is...

Practice  
Processing

Checking for understanding  
Pre-learning

· What we want is to develop and refine intellectual skills—but when students don’t do homework, they may not perfect math skills, may not read as well, or may lack depth of knowledge for future learning.

- What we want is to develop independent learners—but when students don't do homework, they may fail to develop independent strategies and may not experience the sense of efficacy that comes from completing work independently.
- What we want is to nurture within students an identity of a successful learner—but when students don't do homework they may have trouble keeping up in class, may receive failing grades, and may lose confidence in their ability to learn.

Grade Books & Universal Grading Policy  
[School District of Philadelphia Marking Guidelines](#)

Interim Report Dates/ Report Cards

**Q1 October 19-21/November 23-25**

**Q2 December 21-23/February 3-5**

**Q3 March 1-3/ April 7-9**

**May 5-6**

**Teachers will use the SIS Gradebook which may align with Google class this year.** The Administrative Team will check all record books for each report card period in the classroom.

All teachers are expected to confer with parents periodically (minimum biweekly) concerning student progress.

## Student Portfolios

Teachers must keep a sampling of student work in portfolios to show progress over time. THIS IS NOT AN EVERYDAY WORK FOLDER but rather a sampling of student work that is graded using rubrics. For each sampling of work, there must be a clear expectation shown so that students will know how and why they earned the grade that they received.

Every student must have a current portfolio, which reflects his/her performance in your classroom. Please update the portfolios every week to reflect current instruction and assessments. Here is a checklist of items that should be found in your students' portfolios: Grades 4-8

Current writing samples from the various genres:

Informative

Persuasive

Narrative

Works in progress from various subject areas

Current writing projects

A variety of rigorous and relevant teacher prepared tests

## Tests Suggested Schedule

**Tests/Assessments will be given on Fridays. There may be times when a teaching teams decides to use a Thursday but it will be up to the teams to decide and must be in Lesson plans. The idea is that M-Th should be used to teach and re-teach concepts with the end of the week being available to get data to see who has mastered the objectives. We do not want to over test (formative assessments are fine). We do not want to much time to go away without doing a summative assessment.**

## Adhering to the Schedule

During remote teaching breaks will be necessary as the teacher sees fit for age group. Use Movement breaks as well.

Please note that it is imperative that we do not deviate from the regular schedule. All activities must be related to increasing the academic levels of our students. Please refrain from giving playtime or free time to students, as we must maximize time on task. Fun Fridays were designed to make fun be something that is earned and scheduled. It will take away from Fun Fridays if students get free time during the week. If needed, create ways to earn bonus points for special advantage Fun Fridays like the two highest point achievers get to have lunch with the teacher on Friday...etc...

## **Section IV: Discipline and Supervision**

### Lunchroom Rules

- Walk in
- Sit at your assigned tables
- Listen to announcements
- Line up and get your lunch when called
- Sit and eat your lunch at your assigned table
- Use good table manners
- Respect adults supervising the lunchroom
- Clean up your area of the table
- Throw away your trash
- Return to your seat
- Line up for recess or to be picked up
- Food is to be kept in the lunchroom at all times and may not be taken out of the lunchroom to the yard
- Students must have permission from the adult in charge to leave their seats during lunch

### Code of Conduct

### Office of Students Rights and Responsibilities

## **19-20 Code of Conduct**

The School District of Philadelphia will adopted a new Code of Conduct for 20-21. See links. Teachers are to review the contents of the code especially the Levels of Offenses and recommended interventions.

## Discipline

Discipline should, as a minimum, have three objectives in mind:

**PRESERVE** the optimum environment in which to deliver instructional services.

**RESPOND** to disruptive influences with corrective measures in a firm and consistent manner while attempting to correct defiant behavior and keep disruptors in school.

**REMOVE**, as a last resort, the disrupters from the educational environment so that the majority may pursue their educational goals.

## Detention Policy (Work in Progress)

**Students in grades 7<sup>8</sup> can be kept in the Auditorium until 3:19 for being late or for class disruption. (No more than 3 per class per day as long as a parent is notified that same day and there is no exceptional reason for the child to go home at 2:59. .No students K-6 can receive an after-school detention without the consent of the parent.**

**Grades 7<sup>8</sup> will have supervision in Auditorium. Teachers K-6 would be beyond the contracted day.**

Parents/guardians should receive a written 24-hour notice. Students who receive after-school detentions should be given

a form to be signed by the parent allowing them to remain after school and also informing the parents the reason as to why the detention was assigned. No students can remain after school without parental consent.

## Lunch Detentions

Lunch detentions, although highly recommended as a consequence is at the teacher's discretion as all teachers get a duty free lunch. The Climate staff, however, can keep students in the lunchroom on nice weather days and possibly have a quiet table for students who are assigned detention. This year there will be a google doc created for Lunch detentions to see if they are effective.

## Procedure to Refer a student for Support

1. You should dial 209 to Dean's Office. Ask for Ms. Orr and clearly explain the situation. The situation should be something that would require special assistance. A decision will be made as to what is needed. An Office Disciplinary Referral would then need to be made by the teacher.
  - A) Health issues will go to the nurse.
  - B) STS Clients will be referred to (1350)
  - C) Suicide and sexual issues - Counselor
  - D) Fights - Ms. Orr (Dean) or SPO
  - E) Mediations - Ms. Orr Dean
  - F) Serious incidents - SPO/Dean/Principal

There will be times when we will decide to come to your room and support you so students do not get the idea they can leave class. It is understood that there may be times for a student to be removed during instruction but that will be the exception. Going to the room to give teachers the support for students to remain will be the ultimate goal.

## Time Out Period

Sometimes students exhibit behaviors that are not that extreme to result in severe consequences, however, the behavior may be distracting to the teacher and/or class. After notification from an Administrator, students may be sent to a grade partner for a time of 5-10 minutes, after which time, he/she will be sent back to class. This time out period will result in allowing optimal teaching and learning to continue while giving a student time to refocus and then return to class. Repeated violations can result in longer Time outs of 10 - 15 minutes. Although we want to provide opportunities for the whole class, we do not want to create alienation of the child who needed the time out. The goal is to keep everyone in the class. An EH-20 and a google doc should be created for any student with a time out in another room missing instructional time.

(NOTE: Time Out is to be used only when other in-class measures have failed. It is not to be used as a classroom management strategy. Approval must be in place prior to sending a student.) Call the office for the Principal to approve any such time-outs.

## TSS/Classroom Assistants and One-to-One Workers

Therapeutic Service Support is significant and helpful to some of our most challenging students. Teachers should supervise TSS Workers, Class Assistant and One-to-One's employees and not fraternize. TSS workers should give behavioral support to their client. **The teacher should be aware of the Treatment Plan that was written for the child to ascertain the degree of assistance the student should be receiving from the assigned TSS worker. The teacher should monitor the enforcement of this plan. Teachers of regular education students with treatment plans must have a Positive Behavior Support Plan for this child and it should be placed on EASY IEP system by the SEL. Special Education Teachers will be responsible for completing FBAs and Positive Behavior Support Plans for all special education students and it should be placed on EASY IEP system by the SEL.**

Depending on the student's need, the TSS, Classroom Assistants and One-to-one's should escort the students to their prep and lunch. Their own lunchtime may not be during the student's lunch. TSS Worker, Classroom Assistants and One-to-one's should never be seen at the teacher's desk, using cell phones in the classroom, using cell phones while with the child (unless talking to agency or parent), leave the child's presence, or reading the newspaper while on duty with the child. All phone calls should be away from public earshot.

The classroom teacher is expected to participate in the interagency meetings of the students in their class. Critical information is shared during these meetings that could further enhance instruction or have the child moved to a more appropriate setting. It is advisable to develop and maintain a journal documenting the interaction between the TSS Worker, Classroom Assistant and On-to-one's and the student. This could prove to be critical information during interagency meetings. The journal should include daily attendance habits of the worker, punctuality, strategies being implemented by the worker, and their effectiveness.

## ODR - Office Disciplinary Referral

All ODRS are to be completely filled out on SIS. Please write in very descriptive terms. Do not ad-lib, editorialize, generalize, or exaggerate; simply state exactly what the student did and the follow-up.

In cases where the ODR has been completely filled out with follow-up from the teacher, an administrator will meet with the student and decide the appropriate course of action. All files will be kept on SIS.

In cases where out of school suspension is warranted, a mandatory parent conference must take place immediately upon the student's return to school. When possible, the classroom teacher will be included in the reinstatement conference.

**Students are not to be reinstated back to class without a call from the Main Office that the child was reinstated. An administrator/climate manager/Dean will sign all reinstatement slips if need be. A student cannot reinstate himself/herself. The Principal will decide if the child returns to class. This will be done case by case as a child cannot be denied access to class. Further information is to come from the office of Students' Rights**

NOTE: DO NOT PERMIT STUDENTS TO RETURN TO CLASS ILLEGALLY.

## Placing Students in the Hallways

**Placing students in the halls or out of the direct supervision of an adult is prohibited.** Teachers are responsible for students at all times. Students may not stand in the hallways or other areas unsupervised for any reason whatsoever.

This policy will be strictly enforced. Use your Chill Out Space in the classroom or call buddy teacher to take the student for 5-15 minutes.

## Errands for the Teacher

1. Students should never be used to run errands outside of the school
2. Students should not be used to run errands for private business
3. Students should not be sent on errands that require them to come into contact with confidential records
4. Students sent on any errand should always have a hall pass and be in pairs.

## Corporal Punishment

**It is against School District of Philadelphia policy and Pennsylvania State regulations for any staff person to administer any type of corporal punishment.** Be mindful that disciplining students by making them stand in a corner is considered a form of corporal punishment. Any evidence found concerning use of corporal punishment could lead to termination.

## Safety

Accidents involving children can happen in a split second. It is imperative that teachers are vigilant about possible hazards in their classrooms and offices. Please keep the following in mind:

- Do not pile objects on top of another – do not pile objects on TV's, overheads, refrigerators, carts, etc.
- Do not allow children to move furniture, especially TV carts that are high and can topple over. Keep your TV's, projectors, computers, etc. in a stationary area in your classroom to avoid moving.

- Use of appliances in the classroom such as coffee pots, toaster ovens, etc. is a fire hazard and is forbidden by fire code.
- Report any broken, loose, unstable furniture to the principal or building engineer immediately.
- Do not allow children to pull down shades, screens and maps.
- Do not allow children to open and close windows.
- Check your coat closet for hazards. Make sure that shelves are bolted to the wall, that they are not loaded with heavy materials ready to topple over and that children have sufficient space to hang up coats and move around safely.
- Watch your children at all times – do not leave any child unsupervised. Be alert to the activities of all children under your care at all times.
- Do not allow children to open and close file cabinet drawers – they pose a tipping over problem.
- Store pointers and yardsticks in an area inaccessible to children when not in use by you.

## Student Access

Students are not permitted access to the Faculty Lounge, Staff Restrooms, Custodial and storage areas, and Kitchen Food Service areas.

## Section V: Communications

### [The Weekly Gram Link](#)

Essential information for all staff members will be featured in the Weekly Gram. It will be sent via email each Sunday night. In addition, a copy can be found on the counter in the main office on Mondays. Information regarding deadlines, meetings, activities, and other important school functions will be mentioned. Staff members should review the Weekly Gram to be abreast of what is occurring at Gompers Elementary School. In addition, Principal DeLuca sends out mass emails Sundays for staff to have for the week. Emails during the week are individualized and emails are used along with texts when important information is needed quickly without being too intrusive.

### E-mail Accounts

Staff members should be certain to obtain a school district e-mail account. The administrative staff will be sending important information via e-mail often. Suggested times for emails : Any time before the start of instruction, Preps, After School.

Email should be checked and addressed within 24 hours (suggested). Inboxes at 0 by the close of business M-F (suggested)

### PA Announcements

Since instruction is our primary focus, there will be no PA announcements during instructional time (unless an emergency warrants). The principal or her designee will make daily announcements for the general public at approximately 9:00 a.m. All students and classroom staff are expected to be attentive and listen to announcements.

### Second Step Program (Using Morning Meetings During Remote Learning)

All Teachers will teach Second Step on Mondays 1st period. The Students in grades 5-8 are tentatively schedule to do an Auditorium style Second Step from 8:45 - 9:30 on Mondays. It is expected that the whole school uses Monday Mornings to meet with students

and do a Second Step Lesson. In addition, the first 5 minutes of class in the morning should be dedicated to greeting students and making sure everyone feels welcomed and good while having pre-class work being done and transitioning..

## Official School Correspondences

### ***Report Cards and Interim Reports***

**Interim reports Done on SIS** The school calendar will indicate all deadline dates for conferences, interim reports, and entering grades. (NOTE: Teachers must correspond on a regular basis (minimum of biweekly) with parents concerning the progress of all students.)

## School Memorandums

***For staff members-*** Staff members will receive official calendars, flyers letters to go home to parents from the Principal throughout the school year. Each person is responsible for the information shared in these documents. Please take the time to read each one carefully as it pertains to important Gompers matters.

***For students-*** Please ensure that all school documents and other pertinent information are sent home to parents on the day of distribution. Many of these items are time sensitive and need to be received by parents/guardians immediately. Also, review the notices with your students. This helps them to also share school related information with their families. With the exception of time sensitive documents, the administration will send correspondence home on Thursdays.

## Telephone Conferences

**Teachers are to refrain from parental conferences via telephone during the instructional period as it takes time away from instructional delivery.** Please arrange a time to spend with parents to discuss concerns. Please make telephone calls during preparation time, as it is our responsibility to inform parents of matters pertaining to their children. ***All telephone conferences should be documented for future reference.***

Dial 1-800-264-1545

Pacific Interpreters' Customer Service Agent will prompt you for the following information:

Access Code for your Office or School: **843391**

Language needed \*

Your Name

Your Department/Office or School

You will be placed on hold briefly while PI accesses an interpreter. In most cases you will be connected to an interpreter in less than 30 seconds

## Parent-Teacher Conferences (May happen via Google Meets during Remote teaching)

Good communication is crucial to student achievement. Teachers are encouraged to speak with parents at appropriate times and in private areas. Conversation with parents should not be held in front of other children. **Drop-in parent conferences during instructional time are prohibited. Please do not engage parents while you are expected to be teaching.** Parents are permitted to observe their child during instructional time. However, an appointment must be scheduled in order for an observation to occur.

**Parent conferences should be productive and positive.** It is important for all parents to participate in their child's education. When holding conferences, please observe the following guidelines:

1. A conference may be held in person or by telephone as a last resort
2. Please make every effort to accommodate the parent's schedule
3. If a conflict occurs in scheduling, notify the administration for possible accommodations
4. Parents should be notified prior to the conference of all staff members that will be attending
5. If parents request more than one staff member to be present, notify the administration if accommodations are needed
6. Start all conferences on a positive note
7. Make sure to share work samples, test scores, homework assignments, research projects, and grade documentation with parents
8. Share behavioral and social problems with the parents
9. Parents should be given the opportunity for input into the conference
10. Remember, the purpose of any conference is to correct the problem and come up with a strategy to prevent the problem from reoccurring

11. It may be advisable to include the child at the conclusion of the conference so he/she knows that the parents and teachers are working as partners
12. Everyone should leave the conference on a positive note. If a problem is not resolved, please notify the administration.

## Social Networking Websites

It is the policy of Gompers Elementary School that our staff members refrain from posting on social media websites during the working hours of the school day. Also do not communicate with students via websites including, but not limited to, Facebook, kik, Instagram, Tumblr , Snapchat and Twitter. It is the position of administration that this is neither an acceptable nor a professional best practice. It is in the best interest and safety of the school community that we have the ability to monitor communication that is made with our students on behalf of the school.

## Concerns/Emergencies

All staff members are expected to immediately inform administration of issues, concerns and emergencies that relate to teaching and learning.

## Section VI. Student Activities

### School Trips

Each classroom teacher is expected to plan and attend a variety of educational trips throughout the school year aligned to the Core Curriculum. Trips provide students with a real world academic experience outside of the classroom walls. There are specific guidelines, deadlines, and procedures for coordinating trips for classrooms.

All class trips and neighborhood walks should have educational value and should be geared to the instructional program. Pre-teaching should include the parameters of behavior expected and an introduction to the instructional aspects of the trip. There must also be a follow-up component. These lessons must be evident on lesson plans.

#### ***Approval***

Trip requests must be submitted to the principal at least **4-6 weeks** in advance. Obtain approval before announcing the trip to parents and students. Trip request forms are available in the office and must include the teacher's name, number of students, destination of trip, carrier providing transportation (must be from approved list), names of chaperones and parental permission slip (copy) that will be sent home. Teachers will be notified when approval has been received. Neighborhood walks require the principal's previous approval. Trips outside of the Philadelphia area require Learning Network 2 permission and need to be submitted at least 6 weeks prior to the trip. Overnight trips require Central Office approval and must be submitted at least 8 weeks prior to the trip. Please follow all directions for trips found in the School District Procedural Manual or on the website.

School District policy prohibits teachers and chaperones from taking their own children. Only students enrolled in the class may attend. The teacher must notify Food Services one week in advance of all trips.

#### ***Permission Slips***

Teachers must complete the official documents for school district trips. Students must have permission slips signed by a parent or guardian. The original slips should be taken with the classroom teacher on the day of the trip. A copy should be retained in the main office along with other pertinent documents. Children not going on the trip must be assigned to another classroom (grade appropriate if possible).

Upon receiving approval, arrange for transportation, parental permission, lunch, etc. Provide for adequate supervision, 1 adult per 10 students.

### ***Walking Trips***

Classes are permitted to go on educational walking trips within the immediate area. Students must have an official walking trip slip on file at the school. Teachers should make additional copies for their records and should take them on the trip.

### ***Collection of Funds***

Any monies collected for class trips must be given to the principal for safekeeping. Teachers are responsible for all monies collected by them. In the event that monies are lost or stolen while in the possession of the classroom teacher, the teacher will have to refund all monies as was collected by him/her. In addition, if monies were stolen due to the proper procedure not being followed, the teacher may face disciplinary action.

### ***Official Transportation Request Form***

Official transportation request forms are to be obtained from the main office.

Teachers are reminded to make every effort to include parents in class activities. Teachers are reminded that they may not use staff members assigned to other duties to attend trips but rather they must make every reasonable attempt to invite parents to participate as school chaperones.

### ***Suggested Trip Ideas***

- |                          |                                 |
|--------------------------|---------------------------------|
| q The Philadelphia Zoo   | The Academy of Natural Sciences |
| q The Free Library       | African American Museum         |
| q The Franklin Institute | City Hall                       |
| q Independence Mall      | Constitution Center             |
| q Adventure Aquarium     | The Water Works                 |

***No child will be excluded from a field trip for financial reasons or without the Principal's permission. Teachers must present documented evidence that attendance would be dangerous to the student or classmates.***

## **Chaperones**

Chaperones on the trip must be listed on the Emergency Contact of the student for safety reasons. Please include this information on the EH-80. Chaperones must also complete the ***“Guidelines for Volunteer Chaperones.”*** Teachers and school staff are expected to actively monitor volunteers.

## Removal of Students From Activities

**ALL Students should be attending class trips. Keeping students back because of poor behavior is not giving them access to the curriculum and should only be done in extreme cases. The Principal, in coordination with a parent and support staff will determine if it is appropriate for a child to attend a trip. In many cases, extra support or alternative consequences can ensure a child gets the experience while still learning that there are consequences for behavior. If a child attends a trip and violates the code of conduct while attending, appropriate consequences will be given upon return. Under no circumstances may a staff member exclude a student from an activity (team, club, program, etc.) that is being sponsored by another staff member. If such action is desired, the administration and/or the sponsor must approve it. Sponsors reserve the right to remove students only from the activity, which they coordinate.**

**A universal Trip Slip will go home with all children giving permission to attend all school trips for the 2017-18 school year.**

School District Policy, which excludes failing students from participating in before or after school activities must be followed. Students failing two (2) or more subjects, which meet at least four times a week, are ineligible to participate in extracurricular activities with the exception of tutoring/academic enrichment programs. Ineligibility continues until a future report card is issued and shows grades have improved to passing marks.

## Assemblies (May be held virtually during Remote Teaching)

There will be school wide and team assemblies. These presentations should be student centered and thematic based. All assembly suggestions should be given to the Team Leaders for Administrative approval. Teachers are to sit/stand behind their classes so that they can see all students in their class. Teachers are expected to remind students of appropriate behavior while participating in assemblies.

## Extracurricular Activities (Will continue remotely as possible)

All Gompers students have the opportunity to participate in some extracurricular activities. Participation in these activities (with the exception of Tutoring, Saturday School and Homework Club) is based upon good behavior, good academic performance, and good attendance. Students who choose to participate are subject to school regulations regarding

appropriate behavior and the building's entrance and exit procedures. All students participating in these activities must have an official permission slip signed by a parent or guardian on file at the school.

Clubs will be Mid October to Early December and then pick up in Late January to mid-March. Students will go to the Auditorium and be picked up by Teachers. Clubs are from 3:30 - 4:30. Teachers will escort students to the door. Teachers must fill out the official EC Forms for payments and must have student sign in sheets. Failure to complete paperwork and request payment in a timely manner will result in non-Payment as the budgets are reviewed regularly.

## **Section VII. School Committees**

There are several school committees at Gompers Elementary School. All staff members are asked to commit to at least one of our various committees. These committees strive to improve the overall climate of the Gompers Elementary School. Additionally, these committees work to assist all teachers and staff members of the various aspects of the school. Show your Gompers School Spirit and Commitment by becoming a collaborative member of our school committee teams.

- Academic Committee
  - Human Relations Committee (Staff/Student/Parent Events)
  - Site Selection Committee
  - PFT Building Committee (participation by election only)
  - Technology and Website Maintenance Committee
- Positive Behavior Interventions and Support/Climate
  - Community School Council
  - Teacher Support Committee/PDs/New Staff
  - SAC - School Advisory Council
  - Beautification Committee

## **Section VIII. Safety and Emergency Procedures**

### **Fire Safety**

In order to maintain a fire safe environment, please remember the following:

- Nothing can cover the glass in the classroom door. Decorations cannot obliterate the view of the classroom.
- Papers or decorations cannot be hung from the light fixtures.
- Papers or decorations cannot be placed over heaters/radiators.
- Papers cannot be piled on the floor.
- Dirty rags may not be stored in the classroom.
- If any flammable liquids such as duplicating fluid are found in your classroom, please call the office immediately to have it removed and stored/disposed of properly.

### **Fire Drills**

When the fire alarm sounds, please begin preparations to move your children out of the building as quickly as possible.

**The following tasks must be done:**

- Close all classroom windows
- Close/Lock your classroom door
- Take a copy of your class list

Please carefully read and review with your class the following directions, so that you and they will be fully familiar with the procedures. Periodically during the school year, review the procedures to assure familiarity.

***Frequency of fire drills:***

- Fire drills must be held at least once monthly throughout the school year. Other drills such as Shelter in Place will be in addition to the fire drills..
- Additional fire drills beyond these requirements are to be held when needed to ensure a high degree of order and control under all school conditions.
- Fire drills are to be held at irregular intervals during the school day.
- Fire drills are not to be announced to staff and students except for very special circumstances, such as conducting the first organizational drill of the school year, or for obtaining proper clothing for a cold day.

***Immediate response to fire drills:***

- The school's response to every fire alarm must be on the assumption of an actual fire.
- When the fire alarm sounds, students are to stop all activity immediately and proceed with the drill as directed by the teacher or other adult in charge.

***Teacher responsibility during fire drills:***

- Teachers are to carry a roll book/class list and account for attendance.
- Teachers are responsible for relocating all students in their charge to a place of safety.
- Visitors are to be directed to a place of safety outside the building.

***Clothing:***

- Whenever necessary, because of weather conditions, administrators may make provisions for students to have their proper clothing with them when the fire drill is called.
- Students are not to go to other parts of the building for clothing or for any other reason after an alarm has sounded.

***Classroom corridor doors:***

- Doors are to be kept closed when the room is not occupied.
- Teachers and other staff members must make certain that all classroom doors are closed when classes leave for a fire drill.

***Order and control:***

- A safe, orderly, quiet evacuation of the building is essential.
- Persons are to walk rapidly and not run.

- The building is to be evacuated as quickly as possible, but always under good control.

***Inspection of classrooms:***

- The Principal is to arrange for the inspection of each classroom and other areas of the building by members of the staff to ensure that the evacuation procedure is complete.

***Return signal:***

- Teachers and students are to remain at assigned places until the return signal is given.
- No one is to re-enter the building until the official return signal (bell) has been given.

***Staff Assignments***

Teachers with classes:

- Follow exit directions, which are posted in each classroom.
- Lead classes in an orderly manner. Take roll book with you.
- Students will always return to the same room or area.

Teachers/Staff without classes:

- Assist substitute teachers and coworkers who may have a difficult situation.
- Be alert to conditions in the halls, stairs, lavatories, and exits on your way out of the building.
- Everyone must leave the building during Fire Drills.

Counselor:

- Check halls, rooms and lavatories in your area to make certain students are not in the building.

SSA's, Noontime Aides, Classrooms Assistants and Security:

- Supervise movement of students at the stair landings between lower and upper levels.
- Security, Climate Specialist and Building Engineer will report to the Principal after walking through the building.
- During lunch - SPO and noontime aides will share the supervision of classes and escort them to the appropriate safety area.

***Providing for Special Situations:***

Students not with class groups:

- Students who are not with their class groups at the time the alarm is sounded; i.e., students on special assignments, on errands, or in lavatories are to join the nearest class group and exit with them.

- These students are to join their regular classes outside the building to facilitate the checking of attendance by their teachers.

#### Lunchroom

- If the alarm sounds while lunch is being served, food distribution is to stop immediately.
- Lunchroom staff is to direct students to form lines and leave the building through designated areas.

#### Assembly:

- The teacher in charge is to direct students to form lines and leave the building through designated areas.

#### Office:

- Personnel in school offices are responsible for the safe removal and care of students and others in the office at the time of the fire drill.
- All personnel are to leave the building.

Upon return to the building, review the exiting procedures with your class.

***IMPORTANT: NO STAFF MEMBER, REGARDLESS OF JOB TITLE, IS ALLOWED TO REMAIN IN THE BUILDING DURING FIRE DRILLS!!***

## Special Circumstances

### ***Special Early Dismissals / Staff Expectations***

In case of emergencies where early dismissals are required, all staff members are to remain on site one hour after children have been safely dismissed and then report to an administrator prior to leaving.

In the event of a 2-hour delay for school opening staff is expected to arrive by 10:30 AM and meet their students at the designated locations. 4-8 grade in the Auditorium K-3 grade students in the lunchroom. Students will remain in Homerooms until an announcement is made at 11:00 AM

In case of extreme or unusual emergencies, please adhere to any instructions as given by Administration or the Crisis Management Team.

## **The Important Role of the Teacher**

Teachers make the difference. What every teacher does in his or her classroom affects the total school environment. When students have access to good instruction in which a variety of teaching methodologies are routinely incorporated, they respond positively. When students enter a classroom on a regular basis where a well-organized and very prepared educational environment is the established routine, students are glad to be there and look forward to returning. When students fail and are given a second chance, they know the teacher is fair. When students enter classrooms day in and day out where they are viewed as people, they are respectful, considerate of others, and are willing to work hard to learn. When teachers facilitate learning in a fair, consistent and professional manner, students come to school with a positive attitude. When teachers exhibit above average intellect and a thorough understanding of essential skills associated with their subject areas, they help to establish and maintain a positive academic school environment.

While the quality of the total school environment will influence the climate of a given classroom, the teacher is answerable for the climate he or she sets forth in his/her own classroom. Effective teachers not only accept this accountability, they welcome it. The effective teacher consistently follows the practices delineated below. He/She:

1. Adheres to content, performance and assessment standards and selects appropriate instructional content and strategies with an awareness and understanding of current levels of student ability and educational needs.
2. Demonstrates a sense of purpose and uses a reward system which allows students to make a distinction between correct and incorrect social as well as academic responses.
3. Distinguishes between single events and patterns of behavior, anticipates interaction with students rather than reacting to student behavior.
4. Demonstrates consistency and equitable treatment of all students, teaches for mastery, is well prepared and plans regularly and uses self-evaluation as a means of improvement.

5. Works with sincere and committed diligence to assist the administrative staff in the improvement of instruction by the establishment of high goals and standards for personal and professional performance.
6. Exhibits a tone that is business-like and professional, yet genuinely caring about students' well being and their academic growth.

## MY PLEDGE TO BECOME A MASTER TEACHER

I pledge to do my best to instill in every student the passion to learn, to respect self and others, and to become a responsible adult in our multicultural society. Recognizing that schools were built for students, not teachers, I will actively involve them in all aspects of the educational process. I will respect students and listen to their ideas. I will do everything within my ability to prove to each student that he/she is a valuable individual.

## Things to Ponder...

What is the teacher?

A guide, not a guard.

What is learning?

A journey, not a destination.

What is discovery?

Questioning the answers, not answering the questions.

What is process?

Discovering ideas, not covering content.

What is the goal?

Open minds, not closed issues.

What is the test?

Being and becoming, not remembering and reviewing.

What is the school?  
Whatever we choose to make it.

~ Alan A. Glatthorn

## BULLYING

[Employee Code of Ethics](#)

**The School District of Philadelphia has a strict policy on bullying.**

[Bullying and Harassment website for District](#)

[Parent Student Handbook 20-21](#)

[Digital Learning School Opening Plan 2020-2021 Copy of Gompers DeLuca](#)

[Staff technology Needs Document](#)

[Entering the Building to get Materials and Distribute](#)

[Copy of Instructional Expectations](#)

[LN2 Technology Tutorials](#)

[Copy of Resources to Support Remote Teaching and Learning Launch](#)

**Universal Permission Form**  
**Samuel Gompers School**

**Note to Parents:** This form is intended to assist school personnel in ensuring the safety of your children. By completing & submitting this form you will help us to supervise your children in a manner consistent with your expectations.

**Please review the information below: *Initial the space to the left of each statement to grant permission. Leave it blank or write NO to deny permission.*** Sign the form at the bottom of the page. Students should return the form to their homeroom teacher. Additional forms are available. One form is required for each student.

**Universal Field Trip:** This permits your child to attend outings within one hour's drive from Samuel Gompers. Examples include but are not limited to Autism Walks, High School Visits etc. This also permits your child to participate in school walks. Parents will be notified of all trips in writing. All trips will be supervised.

\_\_\_\_\_ I give permission for my student to attend out of school functions this year.

Photo/Artwork Release: On occasion, Samuel Gompers displays students' photos and school work on Class Dojo, the district website, Newsletters.

\_\_\_\_\_ I give permission for Samuel Gompers to use my student's photograph.

\_\_\_\_\_ I give permission for Samuel Gompers to use my student's artwork and/or school work.

**STUDENT INFORMATION**

Student Name \_\_\_\_\_ I.D.#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

Parent/ Guardian \_\_\_\_\_

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Parent/ Guardian \_\_\_\_\_

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

**EMERGENCY CONTACTS** *If the parents/guardians cannot be reached, the school will call the people listed below.*

Name \_\_\_\_\_ Name \_\_\_\_\_

Work Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

**Medication/s being taken by student:** \_\_\_\_\_

**Allergies to foods, drinks, insect bites, medications, other:** \_\_\_\_\_