

Joseph Leidy School
Policy and Procedure
Staff Handbook
2003 – 2004

Mrs. Janet Samuels
West Region Superintendent

Lorna Horsey
Principal

Joseph Leidy School
Staff Handbook

**Some people see a closed door
And turn away.**

**Others see a closed door,
Try the knob,
It if doesn't open...
They turn away.**

**Still others see a closed door,
Try the knob, if it doesn't open,
They find a key.**

**If the key doesn't fit...
They turn away.**

**A rare few see a closed door,
Try the knob,
If it doesn't open,
They find a key,
If the key doesn't fit...**

They make one.

KEYMAKERS

Introduction

This handbook has been prepared to assist staff members. The material contained is not all inclusive, but highlights information most often needed. Among its contents are many specific procedures for the operation of the school, as well as policies, procedures and directives included in the handbook are to be adhered to by all staff members assigned to the Joseph Leidy School.

Each employee is to read through the handbook at the beginning of the school year, and keep it in his or her presence for reference throughout the year. Additional information may be added to this handbook throughout the school year. All handbooks will be collected in June.

I hope that this school year will be a healthy, productive and successful one for you and students.

Sincerely,

Lorna Horsey
Principal

I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make
a child's life miserable or joyous.
I can humiliate or humor, hurt or heal.
In all situations it is my response that decides
whether a crisis will be escalated or de-escalated
and a child humanized or de-humanized.

By Haim Ginott

School Pledge

As a member of the Leidy School Family,
I pledge to come to school on time every day.
To be prepared to work and do my best,
To respect all students, teachers and staff
as I respect myself.
To respect my school and to keep it clean,
And to always reach for excellence in everything I do.

Corporal Punishment

Corporal Punishment is not permitted by any staff member.

On July 24, 1984, the Board of Education passed the following resolution abolishing corporal punishment in the School District of Philadelphia.

Where as, the School District of Philadelphia is committed to the belief that schools should be models of appropriate behavior toward the young, and

Where as, there is considerable psychological and medical evidence that corporal punishment impairs the development of children into socially responsible adults, interferes with the process of learning, and increase student aggression, and

Where as, better methods of discipline are available as confirmed by the infrequent use of corporal punishment by principals, be it

Be it Resolved, that the use of corporal punishment be prohibited on the part of any School District employees in any classroom, building, or program of the School District of Philadelphia with the understanding that corporal punishment shall not be defined as action taken by employee for self defense, protection of persons or property, quelling of a disturbance, obtain possession of weapons and other dangerous objects.

In the matter of corporal punishment, this resolution shall replace those approved by the Board of Education on May 27, 1972 and January 7, 1972 and the appropriate section of the Board Policy Statement 218.

General Information

Bells do ring, however keep an eye on the time. Please pick your students up on time in the yard before school and after lunch.

Save all your receipts for school supplies. You are allotted \$50.00 for any monies you spend for school supplies, but you must have receipts; so tuck them away until May (which is when they are generally asked for). Also **remember**, we are Pennsylvania Sales Tax Exempt. (We have an exemption number. See the Principal.)

Parents are not to come directly to your class without first stopping in the Main Office to get a visitor's Pass. If parents show up without a pass, please refer them back to the office.

If you have a preparation period following lunch, the prep teacher will pick up your class.

WE STRIVE FOR EXCELLENCE

RESPECT AND EDUCATION ARE THE KEYS TO SUCCESS

ATTENDANCE

ATTITUDE

ACHIEVEMENT

ACCOMPLISHMENT

School Motto

BLUE AND WHITE

School Colors

General Ethics

The professionalism of all staff members is extremely important.

- Avoid discussing other staff members with parents, students, and colleagues.
- Refrain from exploiting a negative incident in which a student or staff member was involved.
- Speak positively of your colleagues, students and school.
- Refrain from discussing students with anyone other than the child's own parents, administration, or necessary school personnel.
- Endeavor to create a positive image of our school.

Use of Curriculum Guides by All Teachers

The following resolution was adopted by the Board of Education on August 20, 1970:

Whereas, The Commonwealth of Pennsylvania mandates a basic curricular program, and

Whereas The School District of Philadelphia has developed a nationally recognized curricula pursuant to the implementation of these mandates; and

Whereas, The Board of Education is committed to excellence in educational opportunity and holds high expectations regarding student achievement, now therefore be it

Resolved, that the Board of Education affirms that all teachers and Administrators of The School District of Philadelphia must implement the curricula assigned to their areas of responsibility, and that the lesson planning will be based on these curricula, consonant with collective bargaining contract obligations.

All Teachers should check to ascertain that they have appropriate curriculum framework guides for the areas for which they are responsible.

OPENING DAY PROCEDURE

PLEASE ADHERE TO THE FOLLOWING PROCEDURES: PREPARATION FOR THE FIRST DAYS OF SCHOOL.....

*Roll Books – Check to see that each student has a roll sheet.

*Classroom Arrangement – Arrange furniture to enhance instruction. Report custodial related problems.

THE FIRST DAYS.....

1. Review rules and procedures.
2. Instruction should take place the first day to set the tone.
3. Preparation schedules and lunch begin on the first day.
4. Take class roll. Assign seats. Arrange appropriate seating for visual or hearing impaired students.
5. Discuss **HIGH EXPECTATIONS** for student achievement, classroom routines, procedures and general policies and regulations.
6. Insist on quiet and orderliness whenever your class walks from one location to another. Insist that the students keep their hands by their sides.
7. Classes will be assigned seats in the lunchroom. Review expectations for proper conduct, politeness, and manners in our lunchroom, as well as anywhere or time inside and outside Leidy School.
8. Emphasize “**PRIDE**” in our school and good conduct throughout the term.
9. Assign classroom buddies for new admits throughout the year.
10. Classrooms and bulletin boards should be decorated in a timely manner. Maintain attractive bulletin boards throughout the year.
11. Check fire drill regulations, review proper procedures and “walk through” with the students. Complete this activity during the first week of school.
12. Practice classroom and line procedures with your class.

Thank you for your cooperation and assistance in following and implementing the above procedures and for helping our students get off to a good start.

Emergency Lesson Plans

Emergency lesson plans are to be maintained in the office. They should be the same format as your weekly plans, but should have review or reinforcement activities for each subject taught. Once emergency lesson plans have been used, it is the teacher's responsibility to update them and place them in the office.

Child Abuse and Neglect

Under p.l. 438, Act 124, 1975, Section 11, as amended by S.B. 348, any person who in good faith, reports suspected child abuse "shall have immunity from any liability, civil or criminal, that might otherwise result from such an action."

School personnel, because of their sustained contact with school age children, are in a position to identify children who may be abused or neglected. Thus all employees are required to report suspected child abuse and/or neglect. This report can be made to the principal who will follow up as necessary.

Emergency School Closing Directions

In case of an emergency closing of school, you will receive directions from parents for each child in your class. These directions are to be kept in a folder in your desk drawer through the school year. It is the teacher's responsibility to make sure that he or she has directions for each child assigned to the class. New admits will be given this form when they are registered in the office. In the event of an emergency closing of school, review the directions with each student prior to dismissal.

Illness of More Than Three Days

If an employer is absent for more than three consecutive days for personal illness or illness in the family, an SEH 3, signed by a physician, must be submitted directly to Employee Health Services. The school section of this form will be sent to the school from Employee Health Services and should be received by the principal before the payday period during which the absences occurred.

However, due to the delays in the postal system, no action will be taken until the second payday following illness. If the SEH 3 is not received by the second payday period in which these absences occurred, the check will not be released until the SEH 3 has been received.

No checks will be released to anyone but the employee without a signed letter from the employee. Anyone the employee authorizes to pick up the check must have proper identification.

Split Classes and the Curriculum

All students must be taught grade appropriate standards.

Lesson Plans

Careful instructional planning is essential to continuous effective learning. Each teacher is expected to provide well prepared daily/weekly lesson plans that conform to contractual standards and is always readily available to the principal and supervisory staff. Lesson plans will be reviewed on a regular basis and may be reviewed with the principal at any time. The following guidelines can assist with plan development and are consistent with the current contract:

1. must adhere to the standardized curricula
2. must include:
 - a. Topic/skill/concept to be taught
 - b. Reference to curricula guides, texts
 - c. Page numbers in references and work to be assigned
 - d. Indicate content areas assigned for homework with an H
 - e. Instructional materials/supplies
3. plans are to be brief, explicit and legible

Please keep your lesson plans on your desk at all times.

Monitoring of Daily Plans

1. Plans are to be written by Thursday for the following week.
2. Plans will be sent to the office to be checked by the principal.
3. Plans for CDC and K-2 will be checked on Mondays.
Plans for 3-5 grades will be checked on Tuesdays.
All Specialists and Supportive Personnel will submit plans on Wednesday.

Classroom Observations

It is the responsibility of the principal to observe classroom teaching in order to assure that the official school district curriculum is being implemented and to assure that instructional materials and methods are appropriate. Classroom observation is a positive professional procedure which assists teachers in a continuous professional growth.

Formal observations will commence in September and terminate in May. There are two observation cycles and a minimum of one formal observation will be conducted each cycle.

What is looked for

A. Initial Impressions:

Is there active teaching going on, or is the teacher sitting supervising busy work?
Are the pupils working attentively or is there commotion?

B. Physical Appearance of Classroom:

What elements make the classroom attractive, stimulating, neat and well organized?
Are pictures and charts posted for instructional purposes?
Is there a display of students' current work?
Do bulletin boards reflect current learning?

C. Classroom climate and management:

Is the method for distributing and collecting materials efficient?
Does the teacher have the attention of the students?
How does the teacher deal with potential or actual misbehavior?
Does the teacher praise and recognize desired behaviors?
Is there wise use of instructional time during commencement of lesson and transition from one activity to another?

D. Instruction:

Does teacher initially involve all students?
Is the homework from the prior day corrected or collected?
Is maximum time spent on direct instruction?
Does instruction meet individual and group needs?
Are materials, methods and strategies appropriate for the instructional range of the class?

Movement of Pupils Throughout the Building

1. All teacher's professional responsibilities include the instruction of students, and the supervision of students' behavior in the classroom or instructional area, in the hallways, on the stairs, on the yard at admission, during fire drills, school activities, in the library, and in the lavatories (during instructional time).
2. Teachers are always to escort their classes in a quiet and orderly manner: during school admission times and dismissal times (recesses, lunch, early dismissal, regular dismissal, fire drills, trips, emergencies), and to and from specialist teachers' rooms; to the library and into the lunchroom. Teachers are to practice this with classes and insist on quiet and orderly lines.
3. Children should be instructed to stop at each floor landing and await the teacher's signal to continue.
4. Teachers are responsible for monitoring their students when they are in line.
5. Students should not leave their classrooms during instructional time unless absolutely necessary.
6. All students acting as messengers, using lavatories, going to the Nurse's office, main office, etc. are to be escorted by another student and carry a classroom hall pass.
7. Teachers are required to pick up their lines at their designated position in the school yard promptly at admission time and at the conclusion of lunch/recess, and escort the children to the classroom.
8. No student is permitted to leave the school building/grounds unless approval is given by the Principal.
9. Teachers should not be involved in conversation with other adults when moving their line.
10. In the event of indoor lunch/recess, teachers will meet students in the lunchroom or auditorium.

Are the following steps included in every teacher's lessons?

1. Gain the attention of the learners / motivate.

Did the teacher gain students' attention before proceeding?

Did the teacher use any motivational strategy?

2. Review relevant past learning's.

Did the teacher include a review activity?

If so, how did he or she review...

- Homework or seatwork
- Prerequisite skill review
- Review of relevant previous knowledge

3. Communicate the goal of the lesson.

Did the teacher write the goal on the blackboard?

Did the teacher briefly tell students the goal of the lesson?

Did the teacher tell students or involve them in determining skill to be taught?

4. Present new material.

Did the teacher model the skill the students are to perform (if a skill is being taught)?

- Was the demonstration clear?
- Was clear and concise language used?
- Did the teacher proceed step by step?
- Did the teacher ask questions to verify understanding? (higher order?)
- ***Did the teacher use a variety of teaching strategies to reach all students?***

5. Provide guided practice.

Did the teacher guide students in performing the skill?

How?

- High frequency of questions
- By performing the behavior all the time
- By verbally prompting the students
- All students respond and receive feedback

6. Provide independent practice (check).

Did the teacher check to see if students could perform the skill independently?

Did the teacher carefully monitor the students' responses?

Did the teacher provide feedback after every task the students completed?

Did the practice continue until students were consistently responding correctly?

7. Close the lesson.

Did the lesson have a definite close?

How?

- Review the skill that was introduced
- Discussion of what would be covered in the next lesson

Homework

Policy

Every classroom teacher will require regularly assigned homework based upon classroom instruction *no less than four times a week*. Principals will require that homework assignments be identified in lesson plans. *Parents should* expect their children to receive homework and should see that it is done well and on time.

Purposes

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

1. Strengthen basis 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 interest.
7. Faster worthwhile use of leisure time.

Special Considerations

1. Teachers should take into consideration students' age, school experiences, physical handicaps, and instructional levels.
2. Home assignments should be as carefully planned as any classroom activity.

3. Individual or small-group assignments, varied to meet the needs of students are often desirable.
4. Reading assignments should be at students' independent reading level. Reading should be for both information and enjoyment.

Basic Principles

To be effective homework must be planned in accordance with the following principles:

1. The purpose of the assignment and its relation to what has been learned in the classroom must be clearly defined by the teacher and understood by the students.
2. The teacher should plan with students what to do and how to do it.
3. The assignment should grow out of classroom activities and projects.
4. Students should be taught how to study.
5. The teacher should respond to submitted work.
6. Parents are made aware of what the child is doing in class.

Some suggested types of homework

1. Practice in the basic skills.
2. Solving problems similar to those studied.
3. Preparing a current-events report.
4. Completing projects.
5. Reading additional books about a topic introduced in class.

Monitoring Staff Lateness

It is essential that staff members are on time each school day. Lateness affects the educational program and places a tremendous burden on other staff, since other persons are assigned to perform the duties of the individuals who are late.

The initial responsibility of each staff member upon arrival in school is to sign the daily register. The time indicated by the clock in the office is the proper time to be entered on the sign-in register.

It is understood that late arrival is noted after 8:15 a.m.

1. An employee who has failed to notify the school within one half hour after the required time of arrival should be considered absent.
2. Lateness extending beyond one hour of the required time of arrival shall be considered an absence.

3. Prompt arrival at work will be strictly enforced via the following procedures:

- a. – Lateness will be red-lined.
- b. – Warning letters will be issued.
- c. – Teacher / principal conferences will be scheduled accompanied by Federal (Union) representation.
- d. – Anecdotal records will be filed.
- e. – An unsatisfactory rating ascribable to excessive lateness will be recommended where appropriate.

4. The school register is an official legal document. Record your actual time of arrival, daily.

Behavioral Expectations

Guidelines for setting proper classroom climate

- Do not assume that students know what is expected.
- Be firm, fair and consistent in implementing classroom procedures and discipline.
- Do not place students in charge of other students.
- Students who misbehave in the classroom are not to be placed in the halls unsupervised nor denied entrance to the classroom.
- Know where all of your students are at all times. The teacher is responsible for all students assigned to him/her for the duration of the school day.

General Rules

- Come to school on time every day.
- Be prepared for all classes with supplies and books.
- Walk in straight quiet lines.
- Follow directions the first time.
- Hall pass needed when out of the classroom.
- Keep hands to yourself.

Recess Rules

- First go to the bathroom.
- Play safely.
- Respect adults and classmates.
- Put trash in cans.
- Line up when the first bell rings.

Lunchroom Rules

- Sit quietly at your seat.
- Obey lunchroom signals.
- Keep your space clean.
- Food is only to be thrown in trash cans.
- No one is permitted to leave lunchroom without permission.

Discipline

The Unique role of the teacher

Because of the teacher's constant involvement with pupils, no other single individual affects the tone of the school more than that teacher.

The Teacher's Responsibilities in Discipline

Each teacher must understand that preventive discipline is always preferable to remedial discipline, and also that:

1. The control of pupils in the classroom is a responsibility that belongs first to the teacher.
2. The teacher must accept responsibility for situations dealing with discipline or for obtaining help whenever and wherever these situations occur within a school.
3. Good control is the outgrowth of good planning, good management, and good teaching.
4. Respect from pupils is earned, and the amount of respect returned is related to the amount and manner given.
5. Pupils adhere best to those rules and standards in which they play a role in developing.
6. The majority of any group accepts and observes group standards.
7. Generally, pupils react more to positive incentives.
8. Certain behavioral characteristics are the result of progress of children through successive levels of maturity.
9. Remedial measures taken should be commensurate with the offense committed.
10. Pupils, as members of our society, have certain responsibilities and rights.
11. Changes in attitude and behavior patterns of students are symptoms of problems.
12. Serious violations of the behavioral standards of a school are to be brought immediately to the attention of the administrative assistant and/or principal.
13. In dealing with disruptive behavior each teacher has the right and the professional obligation to secure any special assistance from counselors, nurses, attendance workers, and administrators.

General Principles of Good Classroom Management

Because most members of a group respond cooperatively to group standards, it is imperative that the techniques employed by teachers to develop feelings of mutual cooperation be based on sound principles of classroom management. To accomplish this each teacher must:

1. Provide a classroom climate characterized by mutual support, interest, and understanding.
 - a. Be friendly and kind, but also firm and decisive.
 - b. Be consistent in the enforcement of group standards and in the demonstration of personal attitudes towards children.
 - c. Be interested in the outside interests and concerns of each pupil.
 - d. Be enthusiastic and cheerful in the classroom and optimistic in achieving desired results.

2. Be aware of growth and development characteristics of pupils.
 - a. Know how they grow, feel, learn, and interact with each other.
 - b. Be cognizant of peer pressure and problems facing pupils.
 - c. Be aware of outside community problems facing pupils.
 - d. Understand why pupils react as they do to disruptive stimuli; however, understanding may not imply acceptance.

3. Know pupils' backgrounds, needs, interests, and abilities.
 - a. Consult school records and confer with other staff members, but do not become prejudiced by the records or opinions of others.
 - b. Confer with parents before problems occur.
 - c. Provide pupils with the opportunity for a fresh start and a positive adjustment.
 - d. Know the school community: its mores, values, and subcultures.

4. Prepare interesting and varied instructional programs.
 - a. Capitalize on the interests of pupils.
 - b. Bring new and interesting materials to the classroom.
 - c. Use variety in lesson presentation.
 - d. Plan carefully in advance to provide continuous related learning.
 - e. Avoid pupil idle moments and "free time."
 - f. Plan for a change in presentation in the case of boredom or fatigue on the part of pupils.
 - g. Stress the broader applicability of skills and concepts learned.
 - h. Teach the prescribed curriculum for the grade and level of pupil's ability.

5. Involve pupils in developing classroom standards.
 - a. Provide pupils with an opportunity for input in the development of rules which affect them and be certain that classroom rules are in agreement with school-wide codes and policies to ensure consistency.
 - b. Provide pupils with opportunities to discuss and select the best ways to behave in various classroom situations.
 - c. Guide pupils in examining desirable ways of behaving in various places and situations and in considering the reasons they behave differently in various places.
6. Prepare in advance for unusual situations: fire drills, special assemblies, changes in schedule, city-wide testing programs, parties, special events, school and class visitors, etc.
7. Help pupils achieve success.
 - a. Be certain pupils know the objective of each lesson.
 - b. Indicate actions pupils should take to overcome past failures.
 - c. Evaluate pupil progress regularly and share these evaluations with the pupils.
 - d. Respect the right of privacy of pupil's accomplishments or lack of accomplishments.
 - e. Send pupils home each day with a feeling of confidence in their own abilities.
8. Provide a healthy and attractive classroom setting.
 - a. Be aware of seating arrangements.
 - b. Set the standard for orderliness by good example.
9. Be conscious of all pupils at all times.
 - a. Be mobile and do not remain at the desk or any one spot in the classroom.
 - b. Be aware of small problems: alertness to small problems may prevent larger ones.
 - c. Do not overlook infractions of classroom rules.
10. Be prepared to substantiate evaluations of pupil progress and maintain adequate records relative to:
 - a. Attendance, lateness, cutting
 - b. Homework assignments
 - c. Classroom participation
 - d. Work habits and behavior

Dealing with Disruption

Actions taken to quell disturbances and administer correction to offenders are almost as varied as the situations that occur. What follows, however, are some suggested techniques and ideas many teachers have found successful in dealing with disruptive behavior.

This list is by no means exhaustive:

1. Use signals or gestures which inform the pupil that the teacher is aware that what is going on should be controlled.
2. Keep students who have difficulty with self-control near the teacher.
3. Use humor to defuse a tense situation, but not at any one student's expense. Avoid sarcasm and ridicule of individual and group.
4. Provide students with an opportunity to express dissatisfaction with what is transpiring.
5. The student should be made aware of the teacher's dissatisfaction with the inappropriate conduct.
6. Stop the lesson and reemphasize routines and procedures; review the class code of conduct, if necessary.
7. Remove the student from the particular situation, but insure the student's supervision as all times. Do not place students on the corridor or the threshold of the door.
8. Be certain that the student knows that what has been done is wrong, why it is wrong, and what specific steps to take to correct it.
9. Avoid personal confrontation in the presence of the class.
10. Clearly define limits to which a pupil can go and what the consequences will be for going beyond those limits.
11. Give pupils assistance in overcoming difficulties.
12. Reward positive behavior, but do not escalate awards to the degree that they might be considered wages or bribes for acceptable behavior.
13. Do not permit a time lag to occur between unacceptable behavior and punishment; the longer the lag, the less effective the punishment becomes.
14. Seek out the causes for disruption and develop strategies to deal with those causes.
15. Welcome opportunities to work with parents; solicit their support to adjust behavioral problems. Contact parents by phone or letter.
16. Seek assistance from counselors, nurses, and other support personnel.
17. Withdraw privileges for continued misbehavior.
18. Assign after school detentions.
19. Place student on daily report.
20. Establish behavior contracts.
21. Send interim report home.
22. Verbally reprimand the child.

23. Refer incidents of serious misconduct or the pupil who fails to respond to corrective measures to the administrative assistant. Examples of serious misconduct include:

- serious fighting in school or school yard
- destruction of school property or private property
- using abusive/offensive language
- assault on a school employee
- leaving school grounds without permission
- weapons or dangerous instruments

in making the referral do the following:

- a. Use form EH 20 for each pupil involved; forward form in a sealed envelope when not delivered by responsible personnel.
- b. Include the specific nature of the disruptive conduct.
- c. Include descriptions and dates of more serious offenses if the case is cumulative.
- d. Include specific adjustments tried by the teacher, including the use of specialized help secured before making the referral.
- e. Avoid generalizations and editorializing; limit the referral to facts.
- f. Remember: referrals become a part of the pupil's file and are open to review by pupil and parents; be professional in choice of words and descriptions. Be specific, clear, concise and objective.
- g. Unless an emergency exists, the EH 20 referral should be sent to the Administrative Assistant without the child.

After receipt of the EH 20 referral the principal or administrative assistant will:

- a. clarify and verify the offense
- b. confer with student and staff involved
- c. proceed with appropriate action

Preparation Periods

The preparation schedule cannot be altered without the consent of the principal. Teachers are expected to escort their pupils to the specialist and pick them up promptly at the conclusion of the period.

When leaving the building on your preparation period, please sign out in the office.

Teachers will be informed as soon as possible if they are needed to provide coverage during their preparation period. When a teacher misses a prep period due to necessity of covering a class or for another authorized reason, a missed prep period form will be completed by the teacher and signed by the principal. The principal will attempt to make up the prep period as soon as it is administratively possible. Teachers who decline a make up period forfeit that prep period. Teachers have the option to be compensated after the first four missed preparation periods. Any remaining periods owed will be reimbursed at the conclusion of the school year with money or personal leave. After the first four prep periods are compensated, the principal will attempt to pay back preparation periods throughout the year regardless of the option selected by the employee.

Please submit a missed prep period form the day you lose a prep period.

Hall Passes

Children excused from the classroom in K-5 must be in pairs and must carry a hall pass from the teacher. Children referred to the nurse must have a pass explaining the medical problem.

PROCEDURES FOR COVERAGE

LACK OF SUBSTITUTE SERVICE

1. Paraprofessionals will escort students to the auditorium or classroom.
2. Preps may be rearranged for the first period as we await substitute service.
3. If there is no substitute service, students will be assigned to their own grade as much as possible.
4. Students will sign their names on an assignment sheet. The assignment sheet is kept in the main office. There is one assignment sheet for each class.
5. If the same teacher is absent on the second day and substitute service is not available, the students will be assigned to the same teacher.
6. If the same teacher is absent on the third day and substitute service is not available, teachers will cover during their preparation period.
7. Special Education students will be assigned to age appropriate classes.

Staff Attendance and Reporting Absences

Excessive absence on the part of school employees has a negative effect on the instructional program, and on the continuity of instruction of all pupils.

Teachers and counselor are required to adhere to the following procedure when reporting absences:

1. As soon as the necessity for the absence is known, call 215-299-7999 to report it. (HERBS)
2. Call the school office between 8:00 a.m. and 8:30 a.m. on the day of the absence and give the reason (illness, illness in the family, personal, etc) and the anticipated number of days.
3. The day before you are to return to school, notify the office by 2:00 p.m. If you fail to call, the substitute will be retained for the next day, and you will be marked absent.

This procedure is to be followed regardless of the message given when telephoning the absence in the first place. In effect, anyone planning to return from an absence must call to confirm their return.

4. For planned absences such as personal leave, complete an absence card prior to the date of absence for the principal's approval. School District Policy number 5.6 stipulates that requests for personal leave that have the effect of extending school holidays are not to be approved except in the most unusual circumstances. Should the principal determine that the circumstances are indeed unusual, the request and relevant documentation secured from the employee will be forwarded to the Cluster Leader for action.
5. Approved observation days are contingent upon the availability of a substitute on the date of the observation.

HERBS Automated Absence Reporting and Non-Instructional and CDC personnel – 215-299-7200

Parental Contacts

Face to face meetings between the teacher and parents are preferred to written communication. Too often, the most carefully written note is misunderstood. If you receive a message that a parent wants to speak to you, please respond in a timely fashion. If you feel it would be helpful to contact a parent, do so in this order:

- In person discussion
- Telephone discussion
- Written note if the above is not possible

Teachers are expected to use the School District Interim Report as a vehicle to communicate both students' problems and improvement to parents. This is an official form that must be signed by the principal, and mailed to the parent for his or her signature. Please keep this form on file throughout the school year.

All correspondence sent to parents of an entire class must be approved by the principal prior to forwarding to parents. Information discussed with parents must pertain to their child's educational program. Confidentiality makes it unethical to discuss any other students, staff or school concerns.

School Telephones

Office phones are not to be used to make personal calls. Please use the public telephone located in the hall. Children are prohibited from using the public telephone.

School related calls can be made in the office. **No toll calls are to be made without the consent of the principal.**

School telephones are not to be used to call Bell Telephone Company for information because the school is charged for these calls.

INCLEMENT WEATHER PROCEDURES

ADMISSIONS

1. Students will assemble in the auditorium. They will enter from the schoolyard only.
2. Students will walk up the side aisle to their seats. Students are not permitted in front of the auditorium.
3. The Safety Patrol Sponsor, NTA and Noon Time Aides will actively supervise the students.
4. Students are not permitted to leave the auditorium.
5. At 8:25 a.m. the Announcements and the Admissions Ceremony will begin.
6. All classroom teachers are expected to be with their class at 8:25 a.m.
7. Students are to be monitored.
8. After the Admissions Ceremony, there is no talking and students are to leave the auditorium in a line.

LUNCH TIME

1. Each classroom is called to line up and proceed to the auditorium.
2. Students walk in a single file and proceed up the side aisle to their designated seats.
3. They are not to walk in front of the auditorium.
4. Students will sit in every other seat.
5. Project Respect Staff are assigned to escort the students to the auditorium.
6. Project Respect Staff have specific areas to monitor.

Lateness

Call the school office to report a lateness. Be sure to give your estimated time of arrival. Be aware of the following policies of the School District regarding lateness:

- Lateness extending beyond one hour of the required time of arrival shall be considered an absence. Therefore any employee arriving after 9:15 a.m. shall be coded absent with the exception of approval from the principal.
- An employee who has failed to notify the office within one half hour after the time of arrival shall be considered absent. Therefore any late employee who has not notified the office by 8:40 a.m. shall be coded absent.

Signing the Register

All employees are required to personally initial the Time and Attendance Register immediately upon entering the building and indicate the time of arrival as displayed on the office clock.

Message for the Staff

Incoming messages will be placed in the staff member's mailbox unless the call is of an emergency nature, in which case the employee will be notified immediately.

Collection of Money

Employees desiring to collect moneys are to obtain approval from the principal before proceeding. This would include such things as subscribing to magazines, class dues, parties, selling pencils, etc. ***Money is to be secured in a locked area at all times and is never to be left in a classroom overnight. Once collected, money is the responsibility of the teacher.***

Smoking, Food and Gum

Food, drink or gum chewing is not permitted in the classrooms. Students must confine their eating to the lunchroom. Teachers are permitted to eat in the faculty lounge or in their classroom when students are not present. Smoking and Alcoholic beverages are not permitted on school premises.

PROCEDURES FOR ATTENDANCE COLLECTION

1. Attendance is to be taken every day. **NO EXCEPTIONS.**
2. Attendance is taken before 9:15 a.m.
3. The Attendance Sheets are collected every day.
4. The Attendance Sheets must be coded properly. The time of a student's late arrival is recorded too.
5. Notify the office if a student is late after the Attendance Sheets have been collected.
6. Roll Sheets must agree with the Attendance Sheets.
7. Roll Sheets must be coded properly. The time of a student's late arrival is recorded too.
8. In coding absences, please check the left section of the roll sheet for the appropriate codes. Notes must be sent to the teacher to verify an absence. If there is no note, to justify an absence, this is considered illegal. Notes are saved for the school term.
9. Attendance is updated monthly. The secretary will send each teacher a printout to check against your roll sheet. If there is a discrepancy, make the correction in red. Again, the time is recorded on the printout for late arrivals.
10. CH 14's are submitted to the School Community Coordinator whenever a pattern or prolonged absence occurs.

END OF THE MONTH PROCEDURE

At the end of each month, the secretary will send you a printout for your attendance update. Check the printout against your roll sheet. Make all necessary corrections. The time for lateness must be indicated. **ATTENDANCE RECORDS MUST AGREE. THE ROLL SHEET IS A LEGAL DOCUMENT.**

Referrals to School Support Team (CSP)

The School Support Team is available to assist you in dealing with students who have exceptional needs. These needs may include but are not limited to behavior problems, learning support, gifted support or other social needs.

Request to the School Support Team should be submitted to the counselor or SLC Coordinator.

Teacher Allotments

Every full time teacher is allotted \$50 per school year to spend on instructional materials. The School District is exempt from paying sales tax. Employees will not be reimbursed for sales tax.

Inviting Guest Speakers to School

Staff members who wish to invite guest speakers to their classes or to other programs must obtain prior approval from the principal.

Non-Enrolled Children

Any child who is not enrolled as a Leidy student may not be permitted in the school without the approval of the principal.

Videos

Only "G" rated videos may be shown to students without parental permission. Any video shown must pertain to the curriculum and be noted in your lesson plan, and approved by the principal or assistant principal.

Schedule for First Two Days of Pupil Attendance

Teachers are to report to their classroom lines at 8:40 a.m. with a sign indicating your name and room number. Explain the procedure for lining up in the yard. Children are to stand quietly in line and wait for directions. The principal or his designee will signal when the first classes are to begin entering the building.

Teachers must be present and on time for the Admissions Ceremony.

All classes are to be picked up on time for admissions, and from lunches.

Lunchroom / Recess Schedule

All children eat lunch in school. All teachers must escort their students to the lunchroom. Please discuss proper behavior in the lunchroom with your students.

11:15 – 12:00	Kindergarten and Grade 1
12:00 – 12:45	Grades 2 & 3
12:45 – 1:30	Grades 4 & 5

Security

Classroom doors should be locked when the room is vacant. Windows of classroom doors should not be covered. Employees should not leave personal valuables in the building. Handbags should be taken with the employee when leaving the classroom, and should be locked in the classroom closet when the employee is in the room.

Report the presence of any and all strangers in the building immediately to the office.

Special Education Bus Procedures

Buses arrive at 8:15 a.m. Paraprofessionals work 15 minutes before and 15 minutes after the start of the day. Paraprofessionals are to meet the buses for the special education classes. No exceptions.

School Keys

Please adhere to the SDP policy on keys remaining in the building. Do not take school keys home. All keys are to be hung up in the key closet at the end of the day.

Bathrooms

Please monitor children when they are excused to the bathrooms. Be aware of the length of time a student is out of the room, and the frequency of bathroom requests.

Dismissal

All students are dismissed into the school yard at 3:09 p.m. except for safeties. Safeties are dismissed at 3:05 p.m. **Teachers are required to walk students to the exit door.** Students are to stop at each floor landing and wait for the teacher's signal to continue. Teachers must be certain that all children walk and leave the school building in a safe and orderly fashion. **At no time are children to be dismissed individually or without direct teacher supervision.**

Teachers are to retain their students until the last child has exited the building.

No child is to remain after school without authorization from the parent. Parents must receive at least 24 hours advanced notification if a child will be detained after school.

No class is to be dismissed prior to 3:09 p.m. unless the child is released for early dismissal.

Extra Curricular Activity Dismissal

Teachers working with students in an approved extra curricular activity must walk the entire group to the exit and dismiss all children at one time. Students must not be dismissed individually.

It is the sponsor's responsibility to insure that all children have been picked up by their parents or safely dismissed. No child is to be left unattended.

Sponsors should have current and updates emergency contact information for each student participating in their after school program.

Fire Safety

The procedures for fire drills must be discussed with your students on the first day of school. If your room does not have an official fire drill card, please notify the office immediately.

The school response to every fire alarm must be on the assumption that an actual fire is present. When the fire alarm sounds, students are to stop all activity immediately and proceed with the classroom's specific procedures under the direct supervision of the teacher. Fire drills are planned twice monthly, except in cold months.

SCHOOL DISTRICT OF PHILADELPHIA
COMPUTING AND INTERNET
ACCEPTABLE USE POLICY

A. Purpose

1. The School District of Philadelphia is providing its employees and students (users) with access to computing equipment, systems and local network functions such as School District e-mail and the Internet.
2. This access has a limited education purpose for students and is to facilitate employees work productivity.

B. Access right and privileges

1. The School District of Philadelphia has the right to place reasonable restrictions on the use of equipment, resources and material students and employees' access or post through the system. Students and employees are also expected to follow the rules set forth in the District's rules and regulations governing conduct, disciplinary code, and the law in their use of the District's equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by the District, and users should expect no privacy rights.
2. All District employees and students will have access to the Web through the District's private network. Parents may specifically request that their children not be provided such access by notifying the District in writing.
3. No student will be given or have access to District-provided Internet e-mail.
4. Students may be permitted to access an external Internet e-mail service or their personal e-mail account for the purpose of legitimate instructional or school-based needs. This is a local decision.
5. Guests/contractors are not automatically eligible for a District e-mail account. E-mail or network access accounts may be granted if directly sponsored by a District administrator.

C. Unacceptable Uses

1. Users may not use the District's private network to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, etc.
3. Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
4. Users may not attempt to gain unauthorized access to any other computer system. This includes attempts to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing, snooping, or electronic discovery."
5. Users may not deliberately disrupt or harm hardware or systems, interfere with computer performance, interfere with another's ability to use equipment and systems, or destroy data.

6. Users may not use the District's private network to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person, etc.
7. Users may not use the District's private network to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
8. Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
9. Users may not knowingly or recklessly post false or defamatory information about a person or organization.
10. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
11. Users may not indirectly or directly make connections that create backdoors to the District, other organizations, community groups, etc. that allow unauthorized access to the District's network.
12. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
13. Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
14. Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
15. Users may not re-post a message that was sent to them privately without the permission of the person who sent them the message.
16. Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
17. Users may not install or reproduce unauthorized or unlicensed software on District resources.
18. Users may not plagiarize works that they find on the Internet or other resources.
19. Users may not use computer resources and Internet for private business activities or unreasonable personal use.
20. Users may not use the District's private network for political lobbying.
21. Students may not download files unless approved by their teacher.

D. System Security Obligations

1. Users are responsible for the use of their individual access account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another person.
2. Attempt to log on to the District's private network or any other network as a system administrator is prohibited.
3. Any user identified as a security risk or having a history of violating this or any other Acceptable Use Policy may be denied access to the District's private network.
4. Users will avoid the inadvertent spread of computer viruses by following the School District virus protection procedures if they download software or share common file directories.

5. Users should immediately notify a teacher or system administrator of any possible security problem.
6. Students will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.

E. Filtering

1. As required by law and in recognition of the need to establish a safe and appropriate computing environment, the District will use filtering technology to prohibit access, to the degree possible, to objectionable or unsuitable content that might otherwise be accessible via the Internet.

F. Due Process

1. The School District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District's private network.
2. In the event there is an allegation that a student has violated the District Acceptable Use Policy, the student will be provided with a written notice of the alleged violation and will be provided with notice and opportunity to be heard in the manner set forth in the Student Hearing Process Policy. Disciplinary actions may be taken.
3. Employee violations of the District Acceptable Use Policy will be handled in accord with law, School Board Policy or collective bargaining agreement(s), as applicable.

G. Administration

1. The Chief Administrative Officer has the responsibility and authority for the development, publication, implementation and ongoing administration and enforcement of the processes and techniques required to protect the Philadelphia School District's computer systems from unauthorized access, loss or misuse.
2. School principals have the responsibility to establish a system to ensure adequate supervision of students using computer equipment and to maintain executed user agreements for the students. They are also responsible for interpreting and enforcing this policy at the lower level.
3. Local management has the responsibility to interpret and enforce this policy for employees, including maintaining executed user agreements.

May, 2002

LITERACY ENVIRONMENT
IDENTIFIABLE CHARACTERISTICS CHECKLIST

“Only the rarest and best kind of anything can be good enough for the young.”
Walter de la Mare

Classroom Environment

- _____ 1. Learning Centers for writing, viewing, listening, math, science, etc.
- _____ 2. Large classroom libraries for students to use
- _____ 3. Hand-on activities and materials
- _____ 4. Furniture arranged to facilitate cooperative learning

What Teachers Do

- _____ 1. Model story retelling
- _____ 2. Model journal techniques daily
- _____ 3. Read aloud from a variety of books
- _____ 4. Model thinking processes while reading, e.g. making predictions, asking questions, expressing feelings/reactions
- _____ 5. Do shared reading, modeling reading behaviors, e.g. left to right progression, word attack skills, etc.
- _____ 6. Model problem solving strategies
- _____ 7. Encourage student talk in learning
- _____ 8. Facilitate cooperative learning
- _____ 9. Observe and record student learning using checklists, notes, etc.
- _____ 10. Conference with students and select appropriate work items as core indicators in literacy, math, and arts for portfolios

What Students Do

- _____ 1. Work independently in learning centers
- _____ 2. Read with the whole class, in small groups and independently
- _____ 3. Write in journals in response to stories and other activities
- _____ 4. Work cooperatively with classmates
- _____ 5. Use manipulatives in math to solve problems and make patterns
- _____ 6. Retell stories in writing, drawing, puppetry
- _____ 7. Use story maps and other graphic organizers to guide thinking and writing

A Teacher

*A teacher just asks for the power
To reach out and touch young minds...
For the wisdom to show the way to go
And what's better left behind.*

*A teacher in looking at children,
Doesn't see them as gifted or slow.
A teacher sees young people, just starting out,
Who must learn in order to grow.*

*A teacher will criticize gently,
Lest a child give up on believing,
Always aware that a thoughtless word
Could end striving and achieving.*

*A teacher knows we are all different,
That your dream may not be for me,
So we're taught to think and always search
For the place that we should be.*

*A teacher instills a desire to learn
And pride in work well done.
A teacher knows that seeds planted today
Bloom tomorrow as races are run.*

Dick Johnson

ATTITUDE

By Charles Swindoll

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than the past, than education, than money, than circumstances, than failures, than successes, than what people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice every day regarding the attitude we embrace for that day. We cannot change our past... we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. And so it is with you... we are in charge of our Attitudes!”

CHANGE

“ANY REAL CHANGE IMPLIES THE BREAK UP OF THE WORLD AS ONE HAS ALWAYS KNOWN IT, THE LOSS OF ALL THAT GAVE ONE IDENTITY, THE END OF SAFETY. AND AT SUCH A MOMENT, UNABLE TO SEE AND NOT DARING TO IMAGINE WHAT THE FUTURE WILL BRING FORTH, ONE CLINGS TO WHAT ONE KNEW, OR THOUGHT ONE KNEW; TO WHAT ONE POSSESSED OR DREAMED THAT ONE POSSESSED. YET IT IS ONLY WHEN (ONE) IS ABLE, WITHOUT BITTERNESS OR SELF PITY, TO SURRENDER A DREAM (ONE) HAS LONG CHERISHED, OR A PRIVILEGE (ONE) HAS LONG POSSESSED, THAT (ONE) IS SET FREE – THAT (ONE) HAS SET (ONESELF) FREE FOR HIGHER DREAMS, FOR GREATER PRIVILEGES.”

JAMES BALDWIN, 1961
NOBODY KNOW MY NAME