



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# STUDENT & FAMILY INFORMATION GUIDE

*2019/2020 Academic Year*

**Franklin S. Edmonds Elementary School**

**&**

**F. S. Edmonds Bright Futures**

*Learning Network Six*

8025 Thouron Avenue

Philadelphia, Pennsylvania 19150

T: 215.400.3370 | F: 215.400.3371

<https://edmonds.philasd.org>

**Mr. Yasir N. Roundtree & Mr. James Williams**

*Co-Principals*

**Mrs. Wanda M. Sago**

*Assistant Principal*

**Mrs. Vania Goodwin-Adams**

*School Climate Manager*

***“ACHIEVEMENT is the Standard... SUCCESS is the Expectation!”***



**THE SCHOOL DISTRICT OF PHILADELPHIA  
FRANKLIN S. EDMONDS ELEMENTARY SCHOOL**

8025 Thouron Avenue  
Philadelphia, PA 19150

T: 215.400.3370  
F: 215.400.3371

Yasir N. Roundtree & James Williams, Principal  
Wanda M. Sago, Assistant Principal

September 2019

Dear Families:

The administration and staff of Franklin S. Edmonds Elementary School (FSEES) welcomes you and your child to the 2019/2020 academic year. It is our pleasure to extend greetings to our returning students and families and to extend a warm and hearty welcome to all of our new students and families. We are indeed proud to have you as a part of the Edmonds family.

Edmonds Elementary School's commitment to our students and families is one that remains unchanged. We do our best to ensure that your child's time here is among the best of their PK-12 educational experience while, of course, working with them to build a strong foundation for success in high school, college or career, and life. As our slogan states, "**ACHIEVEMENT is the Standard... SUCCESS is the Expectation!**" and we thank you, the families, for the encouragement and support you have given us to reiterate this key message to our students.

FSEES continues to strive for continuous improvement in all that we do. As such, our school has, in the last year, been the subject of a series of changes, the intent of which was to make this space what we collectively envision for our children—a model for educational equity. Edmonds Elementary School is, once again, a place where all children can learn, grow, and develop and where they will be challenged and supported by adults who will see them "to and through" to the next phase of their scholastic careers, also preparing them to be altruistic citizens who take responsibility and accept accountability for their learning and behavior.

We believe that education is a joint responsibility of the home and school and that it is important for these units to maintain good communication and to work cooperatively and collaboratively in support of student success. To that end, we have prepared and are providing you and your child with our ***Student & Family Information Guide*** so that you can be aware of our school's current policies, procedures, expectations, standards, and guidelines affecting students and families. It is our hope that you will take the time to review and discuss them with your child as they support us in creating a rich, varied educational experience for all students.

Thank you, in advance, for your continued support. Best to all for a productive academic year!

In Service to Children and Families,

***Mr. Roundtree***  
Mr. Y. N. Roundtree  
*Principal*

***Mr. Williams***  
Mr. J. Williams  
*Principal*

***Mrs. Sago***  
Mrs. W. M. Sago  
*Assistant Principal*

# GENERAL SCHOOL AND SCHOOL DISTRICT INFORMATION

## Franklin S. Edmonds Elementary School & F. S. Edmonds Bright Futures Program

8025 Thouron Avenue

Philadelphia, PA 19150

T: 215.400.3370 | F: 215.400.3371

<https://edmonds.philasd.org>

**School Hours:** 8:30 am to 3:09 pm

**Main Office Hours:** 8:00 am to 3:15 pm

### Co-Principals

Yasir N. Roundtree  
James Williams

### Assistant Principal

Wanda M. Sago

### School Climate Manager

Vania Goodwin-Adams

### Reading Specialist

Jenna Zorn

### 5<sup>th</sup> Grade

Michelle Johnson  
Danielle Kauffman  
Andrea McLaughlin

### Spanish

Armando Espinosa

### Pre-Kindergarten

Eileen Kernick  
Paul Schiller  
Caleb Shapiro

### 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades

Jennifer Amodei  
Kanika Watkins  
*English Language Arts*

### Digital Literacy & Technology

Stacy Bricker

### Kindergarten

Cheryl Cesarone  
Leticia Lopez  
Julie Waibel

Hakim Frye  
Thelma Reed  
*Mathematics*

### Physical Education/Health

Gregory Green

### Music

Angela Greco

### 1<sup>st</sup> Grade

Jennifer Bailey  
Kirsten Lottier  
Luis Mercado-Ramos

Daniel Cloak  
*Social Studies*

### School Counselor, K-4<sup>th</sup>

Courtney Sabb

### 2<sup>nd</sup> Grade

Howard Ginsberg  
Kayla Maffeo  
Rasheed Bailey

Michael Stoltzfus  
*Science*

### School Counselor, 5<sup>th</sup>-8<sup>th</sup>

Myia Easley

### 3<sup>rd</sup> Grade

Jeannine Campbell  
Chara Henderson  
Tracy Sainvil-Joslyn

**Learning Support**  
Marcia Harris-Beasley  
Christina Lewis  
David Malone

### School Nurse

Valerie Stevens-Graves

### 4<sup>th</sup> Grade

Shari Gold  
Joquina Mitchell-Somerville  
Ilysa Passaro

### Emotional Support

Jenna Donaghy  
Zakia Way

### School Psychologist

Manuela Canisius

### Autistic Support

Kelly Chestnut  
Stephanie Ryder

### School Social Worker

Lauren Dattilo

### School Speech and Language Pathologist

Claire Golden

**Climate Support Specialists**

David Eggleston  
Ellen Freeman

**Student Climate Staff**

Cherill Conway

**School Police Officer**

Yolanda Stevens

**Office Manager**

Taneeka Muhammad

**Special Education Assistants**

Markeya Bailey  
Nakita Canada  
Roshay Harling  
Daunte Teague  
TBD  
TBD  
TBD  
TBD

**Classroom Assistants, Bright Futures Program**

Roslyn Cornish Curtis  
Theresa Edwards  
Alexandra Miniero

**Supportive Services Assistant**

Roslyn Brinkley

**Building Engineer**

Abdelrahman Gad

**Custodial Assistant**

Michelle Rucker

**General Cleaners**

Jermaine Johnson  
Linda Martin  
James Parker

**Senior Food Service Workers**

Sabrina Dabner  
Theresa Waters

**Food Service Assistant**

Charde' Simmons

**Community School Coordinator, Mayor's Office of Education City of Philadelphia**

Robin M. Torrence

**School Behavior Consultant, STEP Program**

Tamekia Dancy Young

**Case Manager, STEP Program**

Jamaine Leslie

**Family Peer Specialist, STEP Program**

TBD

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**The School District of Philadelphia**

<https://www.philasd.org>

***Learning Network Six***

Morris E. Leeds Middle School, Ground Floor, Room 8  
1100 East Mt. Pleasant Avenue  
Philadelphia, PA 19150

**Assistant Superintendent of Schools**

Kimberly Newman

**Executive Assistant**

Laura Swirsding

**Professional Learning Specialist**

Martha Schlatter

**Director of Early Literacy**

Antoine O'Karma

**Director of Special Education**

Latesha Watson

**Case Manager for Special Education Services & Compliance**

Lynda LaRubio

**Special Education Advisor**

Meghan Buggy

**Manager of Multilingual Curriculum and Programs**

Maria Alessandra Villella

**Prevention & Intervention Liaison**

Howard Marcus

**Multi-Tiered Systems of Support Specialist**

Daniel Merin

**Family and Community Engagement Liaison**

John Holland

## **Our History**



Constructed in 1948, Franklin Spencer Edmonds Elementary School has served the children and families of our beloved community for more than seven decades. With varying grade level organizations over the years and currently educating students from Kindergarten to the 8<sup>th</sup> grade, in addition to Pre-Kindergarten students in our Bright Futures Program, our school is named for Franklin S. Edmonds, Esq., an American scholar, pedagogue, attorney, and statesman and native Pennsylvanian.

Edmonds, a Republican member of the Pennsylvania General Assembly who served in both the House of Representatives representing Philadelphia County and later the Senate representing Montgomery County, was born on March 28, 1874 in Philadelphia to Henry R. and Catherine Anne (Huntzinger) Edmonds. A graduate of Central High School, Edmonds went on to earn both his undergraduate and law degrees from the University of Pennsylvania. In addition to the education he received at Central and Penn, Edmonds also spent time at Cornell University where he was an Andrew D. White Fellow.

Admitted to the bar to practice in the state and federal courts, professionally Edmonds was a partner in the law firm Edmonds, Obermayer & Rebmann. In addition to this, he served as a law professor at Swarthmore College and as the solicitor for the Philadelphia Museum of Art. Edmonds was undoubtedly no stranger to public service. Aside from his service in the General Assembly, he also served as a member of the Philadelphia Board of Public Education, as the Receiver of Taxes for Philadelphia County, and as the Pennsylvania State Tax Commissioner. Finally, Edmonds was active in a number of civic and professional organizations in the city and around the state, including the Schoolmen's Club of Philadelphia, the Union League, and the Historical Society of Pennsylvania, just to name a few.

Married to the former Elise J. Beitler, Edmonds died on October 29, 1945 while in office in the Pennsylvania State Senate.

## **Our Mascot**

The story behind the Falcon is an interesting one that took shape forty years or so into Edmonds' existence. During the early 1980s when our school ended at 6<sup>th</sup> grade, a contest was held where the 6<sup>th</sup> grade students were given a unique opportunity – a chance to leave their “mark” on our school.



They were invited to submit drawings of the new mascot they proposed for our school to a panel of judges who would then select what it would be. Out of all the submissions they received, the judges selected the Falcon because it was the best symbol to represent just what Edmonds Elementary School is to our community: the epitome of leadership and strength.

Before our school mascot was chosen as a Falcon, we were Teddy Bears!



**Our Vision**

Franklin S. Edmonds Elementary School will uphold the right of all our students to a great public school close to where they live and will become recognized throughout the City of Philadelphia as a model for educational equity.

**Our Mission**

The mission of Franklin S. Edmonds Elementary School is to prepare ALL our students for success in high school, college or career, and life, inclusive of informed, responsible citizenship in our global, technological, and multidimensional society. ALL means ALL—and we fulfill our mission by providing ALL students, regardless of ability, circumstance, culture, language, or any other facet of diversity with equitable access to a high-quality, standards-based academic program with aligned supports that enhance learning and teaching.

**Our School Model**

<p><b><u>Collaborative Teachers</u></b></p> <p><i>Classroom Teachers, as well as Non-Teaching Professional Employees (NTPEs) are invested in the school. They are provided with core and responsive professional learning opportunities focused on improving student achievement and enhancing educator effectiveness and they collaborate, with Administration and colleagues, to continuously improve all aspects of the school, including instruction, climate and culture, and operations.</i></p>	<p><b><u>Strong Family-Community Ties</u></b></p> <p><i>The Co-Principals, Assistant Principal, and other staff forge meaningful and productive relationships with families and the community-at-large, promoting investment in the school and ownership in the achievement of the school community’s shared vision and progress toward school goals. They build and maintain partnerships with business, civic, educational, professional, public service, religious, and social organizations in the community to support student success.</i></p>
<p><b><u>Rigorous Instruction</u></b></p> <p><i>Classroom Teachers plan, deliver, and assess instruction and learning opportunities aligned to the Common Core and College and Career Readiness Anchor Standards, as well as the Pennsylvania Academic Standards, guided by the School District of Philadelphia’s Instructional Practices, to successfully engage students. Instruction and learning opportunities emphasize the acquisition of knowledge, the development of skills, and the application and transfer of knowledge and skills within and across content areas.</i></p>	<p><b><u>Supportive Environment</u></b></p> <p><i>The school is caring, orderly, positive, and safe. Systems, structures, and processes are aligned and support student success. School Leaders, Classroom Teachers, and other adults in the school have high expectations for students and their learning, achievement, and progress and they do not accept excuses. Students are challenged and supported by adults and their peers to learn, grow, and develop – academically, creatively, and socially-emotionally.</i></p>
<p><b><u>Effective School Leadership</u></b></p> <p><i>The Co-Principals, Assistant Principal, and other members of the school Leadership Team work with staff, students, families, and the community-at-large to achieve the school community’s shared vision and make progress toward school goals. They provide the leadership necessary, needed, and required to ensure that all students are on the path to becoming high school, college, and career ready.</i></p>	



### **School Plan Goals**

In December 2018, the Pennsylvania Department of Education identified Franklin S. Edmonds Elementary School as an Additional Targeted Support and Improvement (A-TSI) school as a part of their “Annual Meaningful Differentiation” process as required by federal statute under the *Every Student Succeeds Act (ESSA) of 2015*. A-TSI schools are those schools in which performance by one or more student groups is at or below the level of the Comprehensive Support and Improvement (CSI) schools.

Edmonds Elementary School was identified as an A-TSI school based on the achievement and progress of three student groups during the 2015/2016, 2016/2017, and 2017/2018 academic years. The A-TSI designation will be retained for a period of four years and the school will, in 2022, be eligible to be exited and Non-Designated provided we demonstrate measurable improvement on the achievement and other indicators that were the basis of the initial A-TSI designation.

With the A-TSI designation as a factor, the following goals, which are aligned to the School District of Philadelphia’s outcome goals, were included in the School Plan for the 2019/2020 academic year:

#### ***School Goals Aligned to District Outcome Goals***

- ◆ **Early Literacy:** At least 70% of Kindergarten students and 50% of 1<sup>st</sup> and 2<sup>nd</sup> grade students will score at target by the Spring aimswebPlus assessment.
- ◆ **Climate:** At least 60% of students will attend school 95% of days or more.
- ◆ **Climate:** At least 90% of students will have zero out-of-school suspensions.

#### ***School-Specific Goals for A-TSI Subgroup***

- ◆ **Early Literacy:** At least 70% of Kindergarten students and 60% of 1<sup>st</sup> and 2<sup>nd</sup> grade students in the ATSI subgroups of Black and Economically Disadvantaged will score at target by the Spring aimswebPlus assessment.
- ◆ **Talent:** At least 15% of classroom teachers will earn a rating of “Distinguished” in Domain 3: Instruction of the Danielson *Framework for Teaching*.

In addition to these goals, we will be working to ensure that:

- ★ In every grade level – Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade – our students are making at least one year’s worth of growth with regard to their Independent Reading Level...
- ★ In every grade level – 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade – at least 15% of our students move from Below Basic to Basic and Basic to Proficient in English Language Arts, Mathematics, and Science, when compared to their peers last year...



## Calendar



The School District of Philadelphia's 2019/2020 academic year calendar (provided below) includes key dates and events for all schools, including Pre-Kindergarten Head Start and Bright Futures Programs, as approved by the Board of Education:

Date	Event
August 26-29, 2019	Kindergarten Parent/Teacher Interviews
September 3, 2019	First Day for Grades K-12 – <i>Student Attendance</i>
September 3, 2019	First Day for Head Start and Bright Futures – <i>Student Attendance</i>
September 27, 2019	Full-Day Professional Development – <i>Staff Only; Schools Closed for Students</i>
September 30, 2019	Rosh Hashanah – <i>Schools Closed and Administrative Offices Closed</i>
October 9, 2019	Yom Kippur – <i>Schools Closed and Administrative Offices Closed</i>
October 16, 2019	SAT/PSAT Day
October 22-24, 2019	Interim Reports
October 25, 2019	Half-Day Professional Development – <i>3-Hour Early Dismissal</i>
November 5, 2019	Election Day – <i>Schools Closed</i>
November 11, 2019	Veterans' Day – <i>Schools Closed and Administrative Offices Closed</i>
November 15, 2019	Half-Day Professional Development – <i>3-Hour Early Dismissal</i>
November 20-22, 2019	Report Card Conferences
November 28-29, 2019	Thanksgiving Holiday – <i>Schools Closed and Administrative Offices Closed</i>
December 17-19, 2019	Interim Reports
December 23, 2019	Full-Day Professional Development – <i>Staff Only; Schools Closed for Students</i>
December 24, 2019	Winter Recess – <i>Schools Closed</i>
December 25, 2019	Winter Recess – <i>Schools Closed and Administrative Offices Closed</i>
December 26-30, 2019	Winter Recess – <i>Schools Closed</i>
December 31, 2019	Winter Recess – <i>Schools Closed</i>



Date	Event
January 1, 2020	New Year's Day – Schools Closed and Administrative Offices Closed
January 20, 2020	Dr. Martin Luther King Day – Schools Closed and Administrative Offices Closed
January 24, 2020	Half-Day Professional Development – 3-Hour Early Dismissal
February 5-7, 2020	Report Card Conferences
February 17, 2020	Presidents' Day – Schools Closed and Administrative Offices Closed
February 28, 2020	Half-Day Professional Development – 3-Hour Early Dismissal
March 10-12, 2020	Interim Reports
April 6-9, 2020	Spring Recess – Schools Closed
April 10, 2020	Good Friday – Schools Closed and Administrative Offices Closed
April 15-17, 2020	Report Card Conferences
April 24, 2020	Half-Day Professional Development – 3-Hour Early Dismissal
April 28, 2020	Election Day – Schools Closed
May 13-15, 2020	Interim Reports
May 22, 2020	Half-Day Professional Development – 3-Hour Early Dismissal
May 25, 2020	Memorial Day/Eid-al-Fitr – Schools Closed and Administrative Offices Closed
June 12, 2020	Last Day for Students

Assessment	Administration Dates
aimswebPlus <i>For any student in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grade and students with an IEP in any grade, including 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade</i>	September 3-27, 2019 January 2-31, 2020 May 4-29, 2020
Benchmarks <i>For students in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades; given in English Language Arts and Mathematics</i>	November 12-November 27, 2019 January 21-February 4, 2020 March 16-April 3, 2020
English Language Proficiency Assessment <i>For students who are English Language Learners in all grades</i>	January 6-February 21, 2020
PSSA <i>For students in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades; given in English Language Arts and Mathematics, as well as in Science (4<sup>th</sup> and 8<sup>th</sup> grades only)</i>	April 20-24, 2020 – English Language Arts April 27-May 1, 2020 – Mathematics, Science May 4-8, 2020 – Make-Ups
PASA <i>For students with an IEP who do not take the PSSA</i>	February 24-April 10, 2020

### **Bell Schedule**

The bell schedule for Franklin S. Edmonds Elementary School is as follows:

Period	Start Time	End Time	Minutes
Homeroom Grades K-5 Advisory Grades 6-8	8:30 am	9:00 am	:30
1 <sup>st</sup>	9:00 am	9:45 am	:45
2 <sup>nd</sup>	9:45 am	10:30 am	:45
3 <sup>rd</sup>	10:30 am	11:15 am	:45
4 <sup>th</sup> 1 <sup>st</sup> Lunch/Recess Grades 6-8	11:15 am	12:00 pm	:45
5 <sup>th</sup> 2 <sup>nd</sup> Lunch/Recess Grades K-2	12:00 pm	12:45 pm	:45
6 <sup>th</sup> 3 <sup>rd</sup> Lunch/Recess Grades 3-5	12:45 pm	1:30 pm	:45
7 <sup>th</sup>	1:30 pm	2:15 pm	:45
8 <sup>th</sup>	2:15 pm	3:00 pm	:45
Dismissal	Grades 6-8 Grades 3-5 Grades K-2	3:05 pm 3:07 pm 3:09 pm	:09



**City of Philadelphia Mayor's Office of Education**  
**Community Schools Initiative**

Franklin S. Edmonds Elementary School was, in 2016, designated a *City of Philadelphia Community School*.



An initiative led by the Mayor's Office of Education, the Community Schools effort marks a new approach for how the City supports students and families, strengthens schools, and revitalizes neighborhoods. In partnership with the School District of Philadelphia and funded by the Philadelphia Beverage Tax, Community Schools address a neighborhood's unique challenges within a public school setting by improving access to programs, services, and supports.

Each Community School has a full-time Coordinator, a City of Philadelphia employee who works directly in the school and with the school community, in partnership with the School Principal. At Edmonds Elementary School, Ms. Robin M. Torrence serves as our Community School Coordinator (CSC). Ms. Torrence's essential function as our CSC is to work with service providers and City agencies to bring resources to our school, making programs and services more accessible to everyone, thus enabling Edmonds to become a thriving neighborhood center.

When Edmonds received the Community School designation, a needs assessment was conducted in order to discover the strengths of the school and our neighborhood assets, as well as what the school community identified as priorities to be addressed. Through an inclusive process, students, families, staff, and community members identified the following priorities for our school:

**Primary Priorities**

- ↳ *Establish partnerships to increase extra-curricular activities*
- ↳ *Support a welcoming and inclusive environment*
- ↳ *Increase the number of resources and opportunities for families and community members*
- ↳ *Increase the physical activity of students*

**Secondary Priorities**

- ↳ *Identify resources and opportunities that support social-emotional health*
- ↳ *Identify volunteers and resources to help with school beautification*

Ms. Torrence's contact information is as follows:

***Office Hours***

Monday through Friday  
8:30 am to 5:00 pm

***Telephone Number***

215.300.3684

***Email Address***

[robin.torrence@phila.gov](mailto:robin.torrence@phila.gov)



## Communication Procedures



We value the involvement of families and the engagement of the community in the programs and activities of Franklin S. Edmonds Elementary School. Together, we make the difference, and it is our belief that a team approach is the best one as we work to collectively prepare our students for success in high school, college or career, and life.

All school personnel may be reached by telephone by calling the school's Main Office or via email by sending them an email to their district email address.

- Email is generally the best method for contacting school personnel; however, you are asked to keep in mind that email is not designed to replace personal contact.
  - Some topics are so sensitive, or require such extended response, that the staff member may opt to respond by telephone or in a face-to-face meeting or conference as opposed to an email.

Staff members will make a reasonable attempt to respond to calls and emails within two (2) business days. Please note that there may be extenuating circumstances, which may prevent a response within this time frame. So that a timely, appropriate resolution may be brought to problems/issues that may present themselves throughout the academic year, we ask that you adhere to the processes listed below to address your concerns.

Concern	Academic (Regular Education Students)	Academic (Special Education Students)
Steps  Contact in this order...	1. Teacher	1. Teacher <i>and/or</i> Special Education Case Manager
	2. Principal <i>PreK; K-4<sup>th</sup></i> Mr. Roundtree <i>5<sup>th</sup>-8<sup>th</sup></i> Mr. Williams	2. Special Education Leader
	<b>Discipline</b>	
	1. Climate Support Specialist <i>K-4<sup>th</sup></i> Mr. Eggleston <i>5<sup>th</sup>-8<sup>th</sup></i> Ms. Freeman	3. Assistant Principal
	2. School Climate Manager	<b>Attendance/Truancy</b>
		1. Teacher
		2. Office Manager
		3. School Climate Manager

### Possible Concerns

- ☞ **Academic** include, but are not limited to curriculum implementation, instructional delivery, assessment of student learning, grading policies, progress reporting, homework, and trips.
- ☞ **Discipline** include, but are not limited to bullying, intimidation, harassment, threats, instigation, or disciplinary responses such as detention, in-school suspension, or out-of-school suspension.
- ☞ **Attendance/Truancy** include, but are not limited to absences, lateness, and early dismissals.

**Other** concerns outside of these areas may be directed to the Main Office who will document the concern and route it to the appropriate staff member for review and action.

***Remember it is always best to contact the individual closest to the situation so that they can work with you to find a solution!***

## **Emergency Contact Information**

In the event of an emergency, it is imperative that Franklin S. Edmonds Elementary School have the most accurate contact information on file for each student. All families are required to complete and submit an “Emergency Contact Form” (EH-4) to be filed in the student’s pocket in the school’s Main Office.



The information included on this form will be used, in part, to update each student’s record in our Student Information System (SIS), Infinite Campus. It is each family’s responsibility to ensure that the emergency contact information on file with the school for their child is accurate and complete. While the school will request updates to this information three times each year, particularly during report card conferences, should a change occur at any time before or after that, the family should notify their child’s classroom/homeroom teacher and the school’s Main Office immediately.

An EH-4 form will be sent home with each student during the first week of school and should be sent back to the school no later than Monday, September 9, 2019.

## **Morning Admission and Afternoon Dismissal Procedures**

Our school day at Franklin S. Edmonds Elementary School **begins PROMPTLY at 8:30 am** and **ends at 3:09 pm**.



As there is no supervision before or after those times, we ask and expect that students and families observe and adhere to these procedures for arrival and departure:

### **Arrival**

- ☞ All students should be lined up in the schoolyard in the spot assigned to their classroom/homeroom by 8:30 am each day.
  - ☞ Each teacher will meet their class in the schoolyard and escort their students into the building.
    - ✖ Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students will enter the building through the main doors in the schoolyard facing Williams Avenue.
    - ✖ 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will enter the building through the annex door in the schoolyard facing Forrest Avenue.
  - ☞ Students may not enter and will not be granted admission through the Main Entrance on Thouron Avenue unless they ride a school bus or are late to school and escorted into the building by a parent/caregiver.
    - ✖ Those students who arrive to school late and who are escorted into the building by a parent/caregiver must be taken to the Main Office where the Office Manager will mark them late in the Student Information System (SIS), Infinite Campus. A staff member will then accompany the student to their classroom.
    - ✖ No parent/caregiver will be permitted to go to the classroom.

## ***Departure***

- ☞ Students will be dismissed on a staggered schedule, based on grade band.
  - ☞ 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be released at 3:05 pm.
  - ☞ 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will be released at 3:07 pm.
  - ☞ Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students will be released at 3:09 pm.
  
- ☞ Unless they are participating in the out-of-school time program, the provider of which is Boys & Girls Club (an application is required) or being picked-up by an after-care service, all students are expected to walk home or be picked-up by a parent/caregiver or other responsible adult no later than 3:09 pm each day.
  - ☞ Boys & Girls Club participants will report to the cafeteria.
  - ☞ Students who ride a school bus, as well as those students who are picked-up by an after-care service will be seated in the auditorium until their school bus or after-care service staff with photo identification arrive.

### **\*\* REMINDER \*\***

Please be mindful that while we love and care for your child, are concerned about their health, safety, and welfare, and understand that “life happens” and there may be an unforeseen event or occurrence here and there, the fact remains that everyone who works at Franklin S. Edmonds Elementary School has personal and professional obligations outside of the school day, which they must fulfill.

Our staff have defined, contracted work hours and they are not required to work beyond them. We all have loved ones, some people are in school, and others work a second job. That being said, our staff is not available to supervise children before or after the published start and end times. This applies to students who are dropped-off and/or picked-up by a before-care or after-care service.

## ***Inclement Weather***

Throughout the course of the academic year, most often during the Winter months, we will be sure to experience days where there will be inclement weather. Inclement weather includes rain, snow, or temperatures below 32°F.

On those days where there is inclement weather and schools have not been closed, Franklin S. Edmonds Elementary School’s morning admission procedures will be adjusted as follows:

- Students will enter the building through the door they usually use where an administrator or other school staff member will direct them to the assigned location in the building where students in their grade band will be corralled:
  - Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students will go to the auditorium.
  - 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will go to the cafeteria.
  - 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will go to the gymnasium.
- At 8:30 am, each teacher will proceed to the location specified above in order to meet and escort their students to their classroom.



While it is our expectation based on the School District of Philadelphia’s Uniform Policy that your child is dressed in appropriate attire every day, we would like to stress the importance of ensuring that your child is dressed appropriately in inclement weather.



## **Breakfast and Lunch Programs**



Franklin S. Edmonds Elementary School is a participant in both the National School Breakfast and Lunch Programs, which enables us to provide all of our students with a nutritious breakfast and lunch each day that meets local, state, and federal nutrition standards.

Breakfast is served in the cafeteria before school starts each day. Students who would like to have breakfast in the morning may come to school beginning at 8:00 am at which time they should report to the cafeteria. Any student coming for breakfast should enter the building through the side door on Sedgwick Street.

Students who are in Kindergarten, as well as those students who are in a self-contained Autistic Support or Emotional Support classroom who ride a school bus, will be provided with breakfast in the cafeteria during the homeroom period (8:30 am-9:00 am).

***No staff are available to provide supervision in any area other than the cafeteria – only for those students who are having breakfast – before 8:25 am each morning!***

Lunch is served in the cafeteria during the school day. There are three lunch periods, with the first beginning at 11:15 am and the last ending at 1:30 pm. Each lunch period lasts 45 minutes, inclusive of 15 minutes of recess.

## **Recess**

The administration of Franklin S. Edmonds Elementary School believes that recess is an important part of both elementary and middle school-aged children's day.

Among the many benefits that recess provides our children is the opportunity to develop, expand, and refine the 21<sup>st</sup> century skills that they will need to be successful not only in the classroom, but also outside of it in their future workplaces and in life. These skills include, but are not limited to creativity, collaboration, communication, flexibility, leadership, and social skills.



Weather permitting, that is temperatures above 32°F, students will have outdoor recess. On days of inclement weather, students will have indoor recess unless it is necessary to shorten the lunch period to 30 minutes.

All students are expected to play nicely with others and to obey the adults in charge.

## Uniform Policy



So as to ensure acceptable standards of dress for all students, the Board of Education of the School District of Philadelphia has adopted a policy for Dress and Grooming, which provides for a Uniform Dress Code in each school.

As a part of this policy, students are required to dress in a manner adopted by their school. In general, it is our expectation at Franklin S. Edmonds Elementary School that each family ensures that their child observes basic standards of cleanliness, modesty, and good grooming at all times while in attendance at school.

To that end, Edmonds Elementary School's Uniform Policy is as follows:

### ***Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> Grade Students***

- \* Yellow collared shirt and
- \* Navy Blue pants, skirt, or dress

### ***3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Students***

- \* Light Blue collared shirt and
- \* Navy Blue pants, skirt, or dress

### ***6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students***

- \* Grey collared shirt and
- \* Navy Blue pants, skirt, or dress

On their classroom's/homeroom's assigned Health and Physical Education day, which is scheduled once per week, students are to wear Navy Blue sweatpants and their Edmonds shirt or alternately, a Blue t-shirt. Regardless of the day, students are expected to wear sneakers or dark-colored (Black is preferred) dress shoes. Students are, at all times, prohibited from wearing hats or hoodies on their head while in the school building. Additionally, pants are to be worn at waist level and undergarments are not to be visible to others at any time.

Failure to comply with the Uniform Policy will result in disciplinary action to include the loss of privileges.

## **Lost and Found**

Franklin S. Edmonds Elementary School has identified a space for all things "Lost and Found." This area is in the rear of the school's auditorium. It is highly encouraged that students' belongings are labeled (using a permanent marker) with their name as this will expedite the return of any items lost that may be found.



## **Daily Announcements**



Each morning during the Homeroom/Advisory Period (8:30 am-9:00 am), an administrator, with the assistance of two students, will read the daily announcements over the public address system. This includes recitation of the Pledge of Allegiance and school pledge.

# ACADEMIC INFORMATION

## Core Curriculum



The Pennsylvania Core Standards in English Language Arts and Mathematics, and for other content areas such as Science, Social Studies, World Languages, as well as encore special subjects, the Pennsylvania Academic Standards, inform the scope and sequence of the curriculum, and thus the content to be taught at each grade level. While curriculum content is generally standardized across schools and within grade levels in the School District of Philadelphia, it is important to note that the instructional methods, assessment techniques, and motivational strategies used by classroom teachers may vary from school to school and classroom to classroom given that the needs, interests, and proficiency levels of the students therein vary.

### Curriculum Snapshot: Kindergarten through 2<sup>nd</sup> Grade

English Language Arts	Mathematics	Science	Social Studies
Balanced Literacy <ul style="list-style-type: none"> <li>• <i>Word Study</i></li> <li>• <i>Reader's Workshop</i> <ul style="list-style-type: none"> <li>○ Read Aloud/ Modeled Reading</li> <li>○ Shared Reading</li> <li>○ Guided Reading &amp; Literature Circles</li> <li>○ Independent Reading</li> </ul> </li> <li>• <i>Writer's Workshop</i> <ul style="list-style-type: none"> <li>○ Write Aloud/ Modeled Writing</li> <li>○ Shared and Interactive Writing</li> <li>○ Guided Writing</li> <li>○ Independent Writing</li> </ul> </li> </ul>	enVisionmath2.0	Kindergarten <ul style="list-style-type: none"> <li><i>Using the 5 Senses</i></li> <li><i>Observing and Predicting Weather</i></li> <li><i>Living and Non-Living Things</i></li> <li><i>Life Cycle of Animals</i></li> <li><i>Life Cycle of Plants/Trees</i></li> </ul> 1 <sup>st</sup> Grade <ul style="list-style-type: none"> <li><i>Measurement &amp; Tools - Thinking Like a Scientist</i></li> <li><i>Matter</i></li> <li><i>Light and Sound</i></li> <li><i>Space Systems - Patterns and Cycles</i></li> <li><i>Living Things - Structures, Functions, and Classification</i></li> </ul> 2 <sup>nd</sup> Grade <ul style="list-style-type: none"> <li><i>Earth Materials</i></li> <li><i>Air and Weather</i></li> <li><i>Habitats (Ecosystems)</i></li> <li><i>Ecosystems: Interdependent Relationships</i></li> <li><i>Force, Motion, and Simple Machines</i></li> </ul>	Kindergarten <ul style="list-style-type: none"> <li><i>All About Me</i></li> <li><i>People and Communities</i></li> </ul> 1 <sup>st</sup> Grade <ul style="list-style-type: none"> <li><i>About My World</i></li> </ul> 2 <sup>nd</sup> Grade <ul style="list-style-type: none"> <li><i>About My Community</i></li> </ul>

### Curriculum Snapshot: 3<sup>rd</sup> through 5<sup>th</sup> Grade

English Language Arts	Mathematics	Science	Social Studies
Balanced Literacy <ul style="list-style-type: none"> <li>• <i>Word Study</i></li> <li>• <i>Reader's Workshop</i> <ul style="list-style-type: none"> <li>○ Read Aloud/ Modeled Reading</li> <li>○ Shared Reading</li> <li>○ Guided Reading &amp; Literature Circles</li> <li>○ Independent Reading</li> </ul> </li> <li>• <i>Writer's Workshop</i> <ul style="list-style-type: none"> <li>○ Write Aloud/ Modeled Writing</li> <li>○ Shared and Interactive Writing</li> <li>○ Guided Writing</li> <li>○ Independent Writing</li> </ul> </li> </ul>	enVisionmath2.0	3 <sup>rd</sup> Grade <ul style="list-style-type: none"> <li><i>Rocks and Minerals</i></li> <li><i>Weather and Climate</i></li> <li><i>Energy</i></li> <li><i>Inheritance and Traits</i></li> </ul> 4 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Land and Water</i></li> <li><i>Introduction to Matter</i></li> <li><i>Magnetism and Electricity</i></li> <li><i>Structure and Function of Organisms</i></li> </ul> 5 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Forces and Motion</i></li> <li><i>Our Universe</i></li> <li><i>Energy in Ecosystems</i></li> <li><i>Thinking Like a Scientist</i></li> </ul>	3 <sup>rd</sup> Grade <ul style="list-style-type: none"> <li><i>People and Communities</i></li> </ul> 4 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Pennsylvania Geography</i></li> <li><i>Pennsylvania History</i></li> <li><i>Pennsylvania Modern and Contemporary History</i></li> <li><i>Pennsylvania Civics &amp; Government</i></li> </ul> 5 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Topics in United States History</i></li> </ul>



## Curriculum Snapshot: 6<sup>th</sup> through 8<sup>th</sup> Grade

English Language Arts	Mathematics	Science	Social Studies
Integrated Language Arts <ul style="list-style-type: none"> <li>• <i>Language</i> <ul style="list-style-type: none"> <li>○ Grammar, Usage, and Mechanics</li> </ul> </li> <li>• <i>Reading and Responding to Literary/Informational Text</i> <ul style="list-style-type: none"> <li>○ A Balance of Age-Appropriate, On-Grade Level Literary and Informational Texts</li> <li>○ Close Reading and Textual Analysis</li> <li>○ Vocabulary</li> </ul> </li> <li>• <i>Composition</i> <ul style="list-style-type: none"> <li>○ Modes of Discourse                             <ul style="list-style-type: none"> <li>▪ Argument</li> <li>▪ Informative/Explanatory</li> <li>▪ Narrative</li> </ul> </li> <li>○ Process Writing                             <ul style="list-style-type: none"> <li>▪ Planning</li> <li>▪ Drafting</li> <li>▪ Revising</li> <li>▪ Editing</li> <li>▪ Publishing and Sharing</li> </ul> </li> </ul> </li> </ul>	enVisionmath2.0	6 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Landforms</i></li> <li><i>Geologic Time</i></li> <li><i>Minerals and Rocks</i></li> <li><i>The Dynamic Earth</i></li> <li><i>Introduction to Ecology</i></li> <li><i>Human Impact on Ecosystems</i></li> <li><i>The Atmosphere</i></li> <li><i>Weather</i></li> <li><i>Climate</i></li> </ul> 7 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Astronomy</i></li> <li><i>Matter in Motion</i></li> <li><i>Forces and Motion</i></li> <li><i>Forces in Fluids</i></li> <li><i>Work and Machines</i></li> <li><i>Energy and Energy Resources</i></li> <li><i>Heat and Heat Technology</i></li> <li><i>Sound and Light</i></li> </ul> 8 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Classification of Organisms &amp; The Nature of Science</i></li> <li><i>Cells and Organ Systems</i></li> <li><i>Heredity and Evolution</i></li> <li><i>Modern Genetics</i></li> <li><i>Energy and Cycles in Ecosystems</i></li> <li><i>Changes in Ecosystems</i></li> <li><i>Properties of Matter</i></li> <li><i>Atomic Structure and The Periodic Table</i></li> </ul>	6 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Introduction to Geography, Culture, and Historical Thinking</i></li> <li><i>North Africa and Southwest Asia (The Middle East)</i></li> <li><i>Sub-Saharan Africa</i></li> <li><i>Asia</i></li> </ul> 7 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>A Second Look at Geography and Culture</i></li> <li><i>Modern Europe and Contemporary Issues</i></li> <li><i>Latin American</i></li> <li><i>United States, Mexico, and Canada</i></li> </ul> 8 <sup>th</sup> Grade <ul style="list-style-type: none"> <li><i>Before Colonization and the Early Colonies</i></li> <li><i>Becoming America</i></li> <li><i>1790-1850</i></li> </ul>

## Curriculum Snapshot: *Exploratory Special Subjects*

Exploratory Special Subjects	
Spanish <i>*New to Edmonds in the 2019/2020 Academic Year</i>	Social-Emotional Learning <i>*New to Edmonds in the 2019/2020 Academic Year</i> → “Expressive Arts” on K-2 <sup>nd</sup> Grade Report Cards → “Seminar” on 3 <sup>rd</sup> -4 <sup>th</sup> Grade Report Cards
Digital Literacy & Technology	
Physical Education/Health	College & Career Readiness <i>*New to Edmonds in the 2019/2020 Academic Year</i> → “Career Exploration” on 5 <sup>th</sup> Grade Report Cards
Music	

### **Assessment Program**

A complete program of assessment, inclusive of local, state, and national assessments, is in place to measure and evaluate students’ progress toward mastery of, as well as achievement of proficiency in, the Pennsylvania Core and Academic Standards in English Language Arts, Mathematics, and Science.



Franklin S. Edmonds Elementary School, Learning Network Six, and the School District of Philadelphia utilize a variety of assessment techniques to monitor student learning. Beginning with the 2019/2020 academic year, here at Edmonds, we will be assessing student understanding and mastery of state standards and curriculum content in English Language Arts and Mathematics in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, as well as in Science in 4<sup>th</sup> and 8<sup>th</sup> grade with cyclical, three-week formative assessments. Classroom teachers will then, in content area Professional Learning Communities (PLCs), collaboratively analyze the results of these assessments during bi-weekly data meetings so that they can fine-tune instructional strategies, including providing for small group differentiated instruction.

The Office of Curriculum, Instruction, and Assessment publishes the Assessment Calendar on an annual basis, which specifies the assessments to be administered to the students who attend the school along with the date or window for assessment administration. (*The Assessment Calendar is included on page 9 for reference purposes.*) Assessments that will be administered to Edmonds students include:

- aimswebPlus
- DRA-2
- Acuity Benchmarks
- ACCESS
- NNVAT
- PASA
- PSSA



## Grading Policy

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Students will be assigned report card grades in accordance with the following:

A	90%-100%	D	60%-69%
B	80%-89%	F	50%-59%
C	70%-79%		

*\*50 is the lowest mark recorded.*

In Kindergarten, however, the above report card grades are converted to Outstanding, Satisfactory, or Needs Improvement as follows:

O	90%-100%	S	75%-89%	N	50%-74%
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### Achievement Marks

Achievement Marks are not cumulative from one marking period to the next. Each of the four reporting periods is averaged for a final grade at the end of the year. Your child's classroom teacher will inform you of their grading policy to include procedures for making-up missing or late work, etc. at the beginning of the academic year.

The School District of Philadelphia weights graded assignments by category as follows:

Category	Weight
Tests & Quizzes	40%
Classwork (including Participation)	30%
Projects and Presentations	20%
Homework	10%

*~ From the Marking Guidelines published by the Chief Academic Office*

***In accordance with the Marking Guidelines, a student's quarterly or end-of-year final READING grade may, at the classroom teacher's discretion, be adjusted based on the student's instructional reading level.***

### Franklin S. Edmonds Elementary School Honor Roll Criteria

**Principal's Award (Distinguished Honors):** All As in the four major subjects; no out-of-school suspensions; and, no unexcused absences/latenesses for the reporting period. Students attaining Distinguished Honors who have up to and including one (1) unexcused absence/lateness will be considered instead for Meritorious Honors.

**Academy Leader's List (Meritorious Honors):** All As and Bs in the four major subjects; no out-of-school suspensions; and, no unexcused absences/latenesses for the reporting period. Students attaining Meritorious Honors who have up to and including two (2) unexcused absences/latenesses will be considered instead for an Honorable Mention.

**Honorable Mention:** All As, Bs, and up to one (1) C in the four major subjects; no out-of-school suspensions; and, no more than three (3) unexcused absences/latenesses for the reporting period.

Students who attain Honor Roll status will be invited to participate in the quarterly academic incentive for that level.



## Promotion Standards



The School District of Philadelphia's Promotion Standards are provided below, by grade level:

Grade Levels	Promotion Standards
Kindergarten	A pupil may only be required to repeat Kindergarten in accordance with the School Code. However, retention is permitted, only if the parent or guardian, the classroom teacher, the Principal, and the Assistant Superintendent agree that retention is in the best interest of the child.  Such cases must be referred to the Learning Network Office and accompanied with supporting documentation.
1 <sup>st</sup> , 2 <sup>nd</sup>	Students must pass Reading and Mathematics.
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	Students must pass Reading, Mathematics, and Science.
8 <sup>th</sup>	Students must pass Reading, Mathematics, Science, and Social Studies.

***Students who do not meet these standards will be retained!***

## Progress Reports – Interim Reports and Report Cards

Students and families at Franklin S. Edmonds Elementary School will be made aware of the student's academic standing in each of the classes that they receive instruction in on a regular basis.

The School District of Philadelphia issues progress reports, to include interim reports and report cards, four (4) times during the academic year.

For the first three reporting periods, report cards are provided to families at scheduled report card conferences that occur following that reporting period. For the final reporting period, in June, report cards are sent home with students on the last day of school for the academic year.



## Interim Report Distribution and Report Card Conference Dates

Reporting Period	Interim Report Window for Distribution	Report Card Conference Dates
1 <sup>st</sup>	October 22 - October 24, 2019	November 20 - November 22, 2019
2 <sup>nd</sup>	December 17 - December 19, 2019	February 5 - February 7, 2020
3 <sup>rd</sup>	March 10 - March 12, 2020	April 15 - April 17, 2020
4 <sup>th</sup>	May 13 - May 15, 2020	

Your child's interim report will include his/her current average in each class, inclusive of any in-class work, at-home work, papers/projects, quizzes, and tests that have been assigned to date. Their report card will list their achievement mark in each subject, as well as any comments from the classroom teacher who provides direct instruction in that subject. Student attendance to date, including absences and latenesses, are also included on the student's report card.

***We ask that you review your child's Interim Report with them and that once you have done so, you sign and return it to your child's classroom teacher within three (3) school days.***

## **Homework**

Homework will be assigned to students at Franklin S. Edmonds Elementary School at least four (4) times per week. While this will most often occur Monday through Thursday, occasionally homework may be assigned to students, which will need to be completed over a weekend or a holiday.



All at-home work assigned to students should have a direct connection to what was taught during the class session for that day. The completion of homework helps students deepen their content knowledge, sharpen their skills, independently explore concepts within and across disciplines, and prepare for standardized assessments. Regardless of what work students have been assigned to complete at home, we encourage them to read to themselves or to someone else for a minimum of fifteen (15) minutes per night.

Each classroom teacher will collect, grade, and review the at-home work they have assigned to be completed by their students. Families are expected to see to it that homework is completed as assigned and turned in on time.

## **Field and Class Trips**



At Franklin S. Edmonds Elementary School, grade-level teams of classroom teachers may, from time to time, plan a field or class trip for the students who are in their classes. Trips are an extended learning opportunity, the intention of which is to supplement the instruction provided to students within the classroom in a given content area. With the exception of “walking” trips in and around the neighborhood, which may be taken at any time and that students may participate in provided a signed “Parental Permission Form” (EH-8o) is on file with the school, for the 2019/2020 academic year, the Chief Schools Office has approved trips beginning Monday, September 30, 2019 through Friday, June 5, 2020.

The following guidelines apply to field and class trips at Edmonds Elementary School:

1. The “Parental Permission Form” (EH-8o) is required for the student to participate.
2. No student will be excluded due to the cost of the trip; however, a student who has exhibited disruptive, severe, or pervasive behaviors may, with administrative approval, be barred from attending an individual trip on a case-by-case basis.
3. Any student who does not participate on the trip is required to attend school.
4. A parent/caregiver or other responsible adult who is connected with a student in the class may attend the trip as a chaperone with the Principal’s approval. Chaperones must be 18 years of age or older and must have their Pennsylvania State Police Criminal Record Check for Volunteers (SPA-164A) and their Child Abuse History Clearance (CY113) on file with the school.

## STUDENT SUPPORT INFORMATION

### Student Records

The School District of Philadelphia maintains a variety of student records, the confidentiality of which is maintained in accordance with state and federal laws and regulations and Board of Education policy.



District personnel, as well as parties acting for the District may access a student's records provided a legitimate educational interest exists. Parents/caregivers, including any natural or adoptive parent, legal guardian, or individual acting as parent in the absence of a parent/caregiver (*i.e.*, a surrogate), have the right to examine a student's records and to be provided with copies of any records maintained in a timely manner, upon their request, unless the District has been provided with evidence that there is a court order or other legally-binding document governing such matters as divorce, separation, or custody that specifically revokes these rights. The right of access only covers the right to information in the student's records that are about that student; it does not include or extend to any information in the student's record that are or may be about any other student.

Franklin S. Edmonds Elementary School requires, in accordance with the *Family Educational Rights and Privacy Act (FERPA)*, written permission from a student's parent/caregiver to release any information from the student's record; however, student records may be disclosed, without consent, to schools of intended enrollment or to any other entity or under any of the conditions specified by law in 34 CFR § 99.31. In those instances where a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made, the school reserves the right to withhold student records from a parent/caregiver, but will not withhold any record from a school of intended enrollment or any other entity legally entitled to them under law.

### Attendance



***Students at Franklin S. Edmonds Elementary School are  
AIMING HIGH AND STRIVING FOR 95...***

*Edmonds Students do not miss more than eight because  
they want to learn and be great!*

Commonwealth of Pennsylvania law and Board of Education policy require that all children of "compulsory school age" who reside in Philadelphia County attend school regularly. In addition to regular attendance, it is expected that students are on time to school.

When it is necessary for a student to be absent from school, in order to have the absence coded as "excused," it is the responsibility of the student's parent/caregiver to, within three (3) days of the student's return to school, provide the school with a signed, dated note indicating the reason(s) that the student was absent. In the event that a note is not presented to the school within this timeline, the absence will be coded as "unexcused" and the School District of Philadelphia's truancy process will be followed by Franklin S. Edmonds Elementary School staff.

Please also note the following as it relates to District policy regarding absence notes:

- Absences totaling three (3) or more consecutive days require a doctor's note; and,
- Those absences excused with a parent note, totaling eight (8) days (cumulatively in one academic year), all subsequent absences require a doctor's note.

***Just because an absence note is presented does not mean that the absence(s) will be coded as excused...***

The Principal or their Designee (at Edmonds, this is the School Climate Manager) will make the determination as to whether the note will be accepted. Generally speaking, an absence for any of the reasons below will be considered to be and coded as excused:

Code	Absence Reason
4	Excused Early Dismissal
5	Illness
6	Quarantine
7	Recovery from Accident
8	Required Court Attendance
9	Death in Family
10	Educational Tours and Trips ( <i>with Prior Approval</i> )
11	Excused Religious Holiday
13	Excused Lateness
15	Out of School Suspension

***Reasons that fall outside of the scope of those listed above will be deemed invalid and the absence will remain coded as unexcused.***

### **Early Dismissals**

School District of Philadelphia policy, as written in the "Special Release Procedures," requires that a parent, legal guardian, or other responsible adult who the parent/guardian has indicated, in writing, must report to the school office to sign a student out before the student is released for early dismissal from the school.



Individuals who are picking up a student for an early dismissal from Franklin S. Edmonds Elementary School **MUST** be listed in Infinite Campus, the Student Information System (SIS). Any adult who comes to take a student out of school early must **ALWAYS** show photo identification prior to any early dismissal being granted. **THERE WILL BE NO EXCEPTIONS!!!**

Per District policy, any student coming to school two (2) hours after the start of the school day or leaving two (2) hours before the end of the school day, will be marked as half-day absent. If a verifiable note from a medical provider is supplied to the school within 24 hours of the appointment/visit, the absence will be marked as excused; if a note is not provided, the absence will remain unexcused. In any event, two (2) half-day absences will equal one (1) full day absence.



## Multi-Tiered Systems of Support (MTSS)



Multi-Tiered Systems of Support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of students who are at risk for poor learning outcomes. The increasingly intense tiers (*i.e.*, Tier 1-3), sometimes referred to as levels of prevention, represent a continuum of supports. Response to Instruction and Intervention (RtII) and Positive Behavior Interventions and Supports (PBIS) are examples of MTSS.

Response to Instruction and Intervention (RtII) is an early intervening support process where the goal is to improve student achievement using research-based interventions matched to the instructional needs and achievement levels of the student.

The core of RtII is the premise that ALL children can learn, and in Pennsylvania, RtII carries dual meaning:

- ↳ First, it is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at-risk.
- ↳ Second, RtII is an alternative to the aptitude achievement discrepancy model for the identification of students.

MTSS-RtII allows educational professionals to identify and address individual and group needs and challenges while also building on student strengths. Monitoring student response to a series of increasingly intense interventions assists in guiding instruction to prevent student academic failure and provides data that may guide eligibility decisions for special education placement.

For the 2019/2020 academic year, Franklin S. Edmonds Elementary School students will have access to *i-Ready*, which will be our schoolwide Tier 1-3 academic intervention. *i-Ready* is an interactive online program for reading and mathematics that will help your child's classroom teacher determine his/her instructional needs and personalize their learning while monitoring their progress throughout the academic year. *i-Ready* is able to be used by students in and out of school by logging into their Student Portal.

## Child Abuse



Per the Child Protective Services Law, all School District of Philadelphia employees and any independent contractors are mandated reporters. Accordingly, we are required to make a report in any situations where reasonable cause exists to suspect that a student is being physically, emotionally, or sexually abused or neglected in any way.

Aside from the School Social Worker, Administration, and, when appropriate, the School Nurse, reports about and any discussions regarding suspected child abuse are kept confidential. District employees and third-party contractors will absolutely cooperate with any investigators from the Department of Human Services and/or law enforcement as they investigate reports of suspected child abuse and/or parental neglect.



### **Pupil Personnel Services Team**

Our Pupil Personnel Services Team at Franklin S. Edmonds Elementary School is comprised of the following licensed educational specialists who have intersecting and overlapping, yet distinctive roles that allow them to support our students' wellness needs:

- ☞ School Counselor
- ☞ School Nurse
- ☞ School Psychologist
- ☞ School Social Worker
- ☞ School Speech and Language Pathologist



We are fortunate to have a core team of professionals at our school who are individually and collectively committed to our students' success and that work diligently to ensure that every student who attends Edmonds Elementary School is able to make meaningful progress through their support of the instructional program.

Mrs. Easley and Ms. Sabb, our School Counselors, provide opportunities for the academic, college/career, and social-emotional development of all our students through individual and group guidance and counseling. They deliver direct services to students, as well as provide administrative consultation, facilitate staff collaboration, and coordinate family engagement.

Our School Nurse Mrs. Stevens-Graves provides medical care for student and employee illnesses, injuries, and emergencies. She also maintains health and immunization records for all students, performs state-mandated screenings, and administers medications. In addition, the School Nurse acts as a consultant to school staff and families in health-related matters, provides referrals and, on occasion, delivers classroom instruction on health-related topics.

Mrs. Canisius, our School Psychologist, supports the ability of our students to learn and of our classroom teachers to teach by drawing on her experience and expertise and applying her training in psychology and education to help each student succeed. She provides direct support to students, as well as consults with school staff and families to improve support strategies while also working with administration to improve schoolwide practices and policies and collaborating with community providers to coordinate needed services. Additionally, the School Psychologist assists the Multidisciplinary Team in determining a student's eligibility to receive special education services.

Our School Social Worker, Ms. Dattilo, coordinates the Philadelphia Support Team for Education Project (STEP) Project at our school, which consists of a School Behavior Consultant, a Case Manager, and a Family Peer Specialist. She works to identify the needs of students and families, helping them to navigate involvement in social support systems and also providing referrals for behavioral health evaluation and treatment opportunities.

Our Speech and Language Pathologist, Ms. Jackson, evaluates the speech, language, and communication strengths and needs of students, designing and delivering therapy to students determined to have a disability in improving their communication ability.

### **Hospital and Homebound Instruction**



The School District of Philadelphia offers a Hospital and Homebound Instruction program for students who are unable to attend school because of a temporary or long-term documented medical issue.

This service, which requires an application that includes completion and submission of a signed “Physician’s Referral for Homebound Instruction” (SEC-137A) and “Homebound Instruction - Letter to Parent” (MEH-210) to the School Nurse, is intended to provide the student with some level of instruction during their period of absence so that, upon return to school, they can successfully reengage with the school’s instructional program.

If, at any time during the academic year, a need arises for your child to receive hospital and/or homebound instruction, please notify the School Nurse so that the request can be reviewed by the Office of Student Health Services.

### **Special Education**

The School District of Philadelphia and the Philadelphia Intermediate Unit (IU 26) provide special education and related services to children with disabilities that reside in Philadelphia County and who are three (3) to twenty-one (21) years of age.

Special Education provides support in helping children with special needs gain access to appropriate education. Students may be identified as needing special education services when a multidisciplinary evaluation determines that a student has a disability and needs specially designed instruction. Both the District and IU 26 have “screening” and “evaluation” procedures to identify children requiring special education.



Programming available at Franklin S. Edmonds Elementary School include:

- Autistic Support
- Emotional Support
- Learning Support
- Speech and Language Support

Related Services, who are support services, that help students with disabilities benefit from their special education program, are also available.

For more information, please review the “Annual Notice of Services for Students with Disabilities including Special Education and Protected Handicapped Students,” which can be found on the Office of Specialized Services webpage at <https://www.philasd.org/specializedservices> or contact the school to speak with the Special Education Leader or the Assistant Principal.

## **English to Speakers of Other Languages (ESOL)**



For students whose first language is not English or who may be of limited English proficiency, the School District of Philadelphia offers an English to Speakers of Other Languages (ESOL) program. The ESOL program provides students who are learning English with specialized language instruction and content area support. English Language Learners (ELLs) are taught the English language through skills-based instruction in the core language processes of reading, writing, speaking, and listening.

When applying for admission to Franklin S. Edmonds Elementary School, you will be required to, as a part of the required documentation that must be submitted for enrollment, complete the Home Language Survey. If a language other than English is noted in your responses on the survey, then the student will be administered an assessment to determine their instructional needs and if placement in the ESOL program is necessary.

For more information, please contact the school to speak with the English to Speakers of Other Languages Leader or the Principal.

## **Transportation**

A student's eligibility for transportation to and from school is determined by the School District of Philadelphia's Transportation Eligibility Guidelines.

For non-handicapped regular education students, mileage, grade level of the student, location, and residency are the factors to which due consideration is given. Students with disabilities who receive special education services and that require special transportation or additional support must have this documented in their most recent finalized Individualized Education Plan (IEP).



### ***Students who receive a TransPass***

Students who attend Franklin S. Edmonds Elementary School that receive a TransPass will be provided their TransPass by the Climate Support Specialist assigned to support their grade level. TransPasses for the following week will be distributed on Fridays.

**The District DOES NOT replace lost, stolen, or missing TransPasses!**

### ***Bus Riders***

The parent/caregiver of a student that rides a bus will be sent a Parent Notification Letter (PNL) from the Office of Transportation, which indicates the student's assigned route number and their pick-up time and location. PNLs are generally sent out one week prior to school opening. While on the bus, students are expected to observe and adhere to the rules set by the Bus Chauffeur and any Bus Attendants on their route. Failure to do so may result in disciplinary action, including a bus suspension.

Questions about transportation may be directed to the Office of Transportation, which can be reached at 215.400.4350.

## CLIMATE AND SAFETY INFORMATION



### *Student Code of Conduct*

The School District of Philadelphia has adopted a *Student Code of Conduct* in order to communicate and reinforce to the entire school community, the behaviors and conduct that are expected of all students, as well as the interventions and incentives that students will be subject to should they or should they not meet these expectations. All students must adhere to the *Student Code of Conduct* before, during, and after school. It applies in the building, on the grounds, at school-related activities and events on or off the campus, and on the way to and from school.

Understanding that the teaching and learning process is intended to teach, challenge, and support each student in realizing and achieving their maximum learning potential, schools and classrooms must be supportive environments that are caring, orderly, positive, and safe and which are also characterized by individual responsibility and mutual respect. To ensure that this environment is maintained, the Administration reserves the right to discipline any student found responsible for violating the *Student Code of Conduct* by imposing disciplinary action to address and correct annoying, disruptive, severe, or pervasive behaviors.

**Defining Discipline:** Franklin S. Edmonds Elementary School holds the collective belief that discipline is a process that incorporates teaching, modeling, and timely and appropriate responses to modify unacceptable behavior and conduct for the purpose of maintaining a safe and secure atmosphere.

### *Progressive Discipline*

The goal of progressive discipline is to assist students in seeing that both a behavioral problem and an opportunity for improvement exists. In a progressive discipline system, disciplinary action is imposed relative to the nature and scope of the violation, and in the system we use at Edmonds Elementary School, repeated violations of the *Student Code of Conduct* result in greater penalties being imposed for each violation.

***While the Administration has elected to approach discipline progressively, even with our School Plan goal in mind, it must be noted that any serious violation, which threatens the health, safety, and welfare of other students, staff, or visitors to Edmonds Elementary School may unfortunately result in an immediate out-of-school suspension and possibly more severe disciplinary.***

Because we are a community and the actions of individuals have an effect on the entire group, we feel that it is important to make it known, in advance, that students who aid, abet, encourage, request, initiate, assist, or have knowledge of another student's participation in acts that violate the *Student Code of Conduct* and who does not report it to an administrator or staff member will be subject to disciplinary action as if he/she had actually committed the violation.

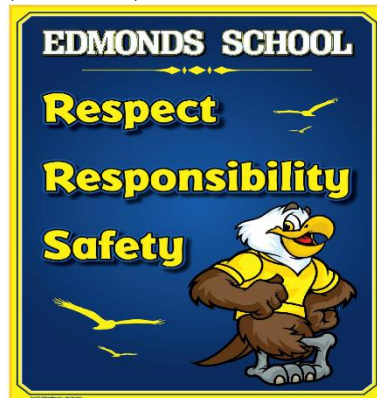
***Any student who is suspended may not attend or participate in any school-sponsored activities or events, on or off school grounds, during the period of that suspension.***

### **Schoolwide Positive Behavior Interventions and Supports (SWPBIS)**

Franklin S. Edmonds Elementary School is one of 61 schools in the School District of Philadelphia who is implementing a Schoolwide Positive Behavior Interventions and Supports (SWPBIS) program as a part of a School Transformation grant.

As a part of the SWPBIS program at Edmonds, our students:

- show **RESPECT**;
- demonstrate **RESPONSIBILITY**; and,
- always think about **SAFETY** first.



A PBIS Coach from the Office of School Climate and Safety provides support to Edmonds Elementary School in the implementation of the SWPBIS program.

### **Co-Curricular and Extra-Curricular Activities**



With specific attention to the interests of students and staff, as well as what the school community identified as priorities to be addressed during the needs assessment conducted following our designation as a *City of Philadelphia Community School*, here at Franklin S. Edmonds Elementary School we are fortunate to offer several co-curricular and extra-curricular activities at the school.

Some of the activities offered at Edmonds at present include, but are not limited to:

- Boys & Girls Club
- Boys on the Run
- Girls on the Run

Note that the co-curricular and extra-curricular activities that are available at the school are subject to change from one academic year to the next, contingent upon the willingness and availability of a staff member or, when appropriate, an approved organization to sponsor the activity.

With the exception of the Boys & Girls Club for which an application is required, students are invited to participate in as many activities as their interests, time, and parent/caregiver allow. Participation in most activities, specifically extra-curricular activities and interscholastic athletic programs, require that students meet the academic eligibility standards set forth by the School District of Philadelphia in addition to the Pennsylvania Interscholastic Athletic Association (PIAA).

Any student who is absent from school is eligible for participation in an activity on the date of the absence. In addition to the "Parental Permission Form" (EH-8o), those students who are members of a sports team must also have a "PIAA Comprehensive Initial Pre-Participation Physical Evaluation" on file with the school.

For more information, please contact the school to speak with the School Climate Manager or the Community School Coordinator.



### Electronic Devices

School District of Philadelphia policy prohibits the use of cell phones in schools by students and holds that cell phones may be confiscated if a student is found to be in possession of a cell phone or believed to be using the device inappropriately.

School administrators are given the autonomy and flexibility to craft policies at the school level for possession and use of cell phones in the school building.



At this time, the Administration has determined that cell phones, while possessed, will not be permitted to be used in the building and that violations of this policy will be handled as follows:

1. On the **first** offense, the cell phone **will be confiscated and returned to the student at the end of the school day**; the parent or legal guardian should be notified of this by telephone.
2. On the **second** offense, the cell phone **will be confiscated and returned only to the parent or legal guardian** who may pick the item up from the School Climate Manager at the end of the school day.
3. **If the student violates the policy a third time, the item will not be returned and it will become school property.**

Students who repeatedly violate this policy will be subject to disciplinary action.

**Franklin S. Edmonds Elementary School will NOT – under any circumstances – be responsible for any lost, stolen, or damaged electronics, including and especially cell phones!!!**

### Social Media and Internet Usage



As “citizens of the world” in a global, technological, and multidimensional society that is constantly evolving, proficiency in the use of various technology applications, as well as the Internet is essential for individuals to be informed, responsible citizens.

While it is the goal of the instructional staff at Franklin S. Edmonds Elementary School to incorporate technology and, on occasion, social media into the learning activities and experiences that they engage their students in within their classrooms, students have a responsibility to use the Internet and social media applications responsibly.

Irresponsible use of technology in and out of school, including for bullying, harassment, intimidation, or other potentially illegal purposes will lead to disciplinary action. Where appropriate, the Philadelphia Police Department may also be notified and the student involved may be subject to civil, criminal, or other penalties as defined by law.



### **Building Security**

Franklin S. Edmonds Elementary School welcomes families and other visitors to our school with the hope that your visit will be enjoyable and enlightening.

**The only entrance that employees and visitors to Franklin S. Edmonds Elementary School are to use in order to gain access to the building is the Main Entrance, located on Thouron Avenue.**



**SAFETY IS EVERYONE'S RESPONSIBILITY...**  
***If you see something, say something!***

Please direct any visitors to the Main Entrance so that they may be properly checked-in to the building.

Before and after, but especially during school hours, ALL school doors must remain secured!!!

### **Emergency Evacuation and Safety Drills**

For the safety of all persons occupying the school building, most importantly, the students, it is essential that order and discipline be maintained and protocols be followed in the event of an emergency.

A decision will be made by Administration whether it is necessary to evacuate the building in accordance with the procedures included in our School Safety Plan. In the event of an evacuation, all staff and students are to proceed in an orderly manner and follow the evacuation procedures posted in their classroom, in their office, or in the hallway.



Safety Drills, including fire drills, shelter-in-place, lockdowns, relocation, reunification, are held throughout the school year. Staff members should refer to the Emergency Response Chart for cursory information about how to respond during an emergency

### **Crossing Guard**



A Crossing Guard is available to support students in crossing safely to and from school at the beginning and end of each school day.

Students are expected to comply with the directives of the Crossing Guard as they are any other staff and they are expected to observe all safety and traffic guidelines and laws.

## HOME, SCHOOL, AND COMMUNITY INFORMATION

### School Advisory Council



Franklin S. Edmonds Elementary School, in continuing the work of transforming our school into a high-performing learning organization, recognizes that there is still much work to be done and we realize that this work cannot be done without all of us coming together and uniting.

In working to achieve our shared vision and, in our efforts to bolster parent involvement and community engagement, during the 2018/2019 academic year, we relaunched our School Advisory Council (SAC). The SAC includes stakeholder representation from the various constituent groups of the school community and its work focuses on three areas: (1) supporting academic achievement, (2) improving school climate and culture, and (3) strengthening family engagement.

In support of this work and among its many advisory duties, the SAC is responsible for promoting strategic, collaborative conversations and facilitating student-centered decision-making around the following areas:

- School Action Plan
- Budget
- Climate & Safety
- Family Involvement & Community Engagement

If you are interested in the opportunity to serve on the SAC, you are asked to contact Principal Williams for information about requirements and qualifications for serving, as well as meeting times and dates.

### Parent Portal

In an effort to keep families apprised of student progress in real time, the School District of Philadelphia has created an online Parent Portal, which provides families with access to their child's profile, inclusive of academics, attendance, behavior, and other pertinent information. Families are encouraged to monitor the Parent Portal regularly, but are reminded that this communication method does not replace regular in-person, telephone, or email contacts with school staff.

**Parent & Family Portal**

The School District of Philadelphia is proud to offer a tool that parents and family members may use to stay connected to their child and their school.

The School District of Philadelphia's Parent & Family Portal gives you access to valuable information about your child's education and school.

Through the Portal, View Your Child's:

- ACADEMIC HISTORY
- TEST RESULTS
- ATTENDANCE
- AND MORE!

YOU CAN LOG IN ANY TIME FROM ANY COMPUTER, TABLET OR MOBILE PHONE!

**GET ALERTS VIA**

- TEXT MESSAGE
- PHONE CALL
- E-MAIL

You can receive alerts about important issues that might impact your child (i.e. weather-related school closures, attendance alerts and upcoming events of interest to families).

How do I sign up for the New Parent & Family Portal and set up my account? You must have a personal email address to sign up for a Parent & Family Portal account. You can register for a free email account using Gmail, Outlook, Yahoo, or a similar service.



### Volunteers

The administration, staff, and students of Franklin S. Edmonds Elementary School appreciate the “in-kind” donation of time and talent by adults, including parents/caregivers and members of the community-at-large, who wish to volunteer in our school.

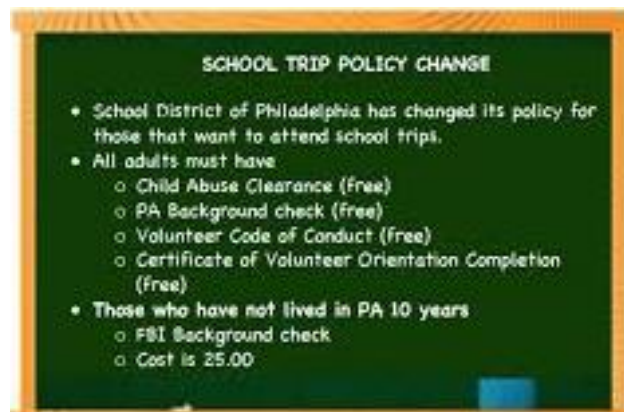
In accordance with Board of Education policy and Office of Family and Community Engagement (FACE) procedures, before they are permitted to volunteer in our school, an individual must:

1. Obtain the necessary clearances. *The safety of our students is our top priority, so we require all adult volunteers to obtain clearances before they begin volunteering in the school.*
2. Attend our Volunteer Orientation, either in-person or online. *Before volunteering in a School District of Philadelphia school, interested adults will need to learn more about the basics of volunteering and recognizing the signs of child abuse. The orientation can be completed at the Education Center (440 North Broad Street), here at Edmonds, or online.*

Once the necessary clearances have been obtained and the Volunteer Orientation has been completed, copies of these documents should be brought to the school, taken to the Main Office, and given to Principal Williams or the Community School Coordinator.

Note that in order to serve as a chaperone on school trips, the process for becoming a volunteer must have been completed as noted in the Chaperone Policy that follows...

### Chaperone Policy



### **American Education Week**

Now in its 98<sup>th</sup> year, American Education Week, which was originally co-sponsored by the National Education Association and the American Legion, presents a wonderful opportunity to all Americans. Observed by thousands of schools nationwide, during American Education Week we celebrate all things related to public education. Franklin S. Edmonds Elementary School is particularly excited for this week because it underscores the critical need to provide every child with a quality public education and we will be honoring those individuals who are making a difference on that front.

American  
Education  
Week

During American Education Week, which is November 18-22, 2019, we invite parents/caregivers to visit our school and to sit in on their child's classroom. To minimize disruptions to the regularly-scheduled activities of the school day and to accommodate multiple visitors, classroom "pop-ins" will be limited to forty-five minutes.

### **Celebrations**



It is the professional opinion of the Administration that next to children, instructional time is among the most valuable assets present in and available to a school. Holding this belief, it is our practice to protect and safeguard the time allotted for learning and teaching from unnecessary disruptions.

While we feel that celebrations are important, we encourage you to celebrate your child's birthday and other special events outside of school time so that your child and other children who attend our school do not miss out on instruction. Under no circumstances will we authorize birthday parties or any other celebrations to be held in classrooms.

## ADDENDA

### **School-Parent Compact**

**Revision Date: March 27, 2019**

The administration, staff, families, and community of Franklin S. Edmonds Elementary School continue to unite around a common goal – ensuring that our students are provided with the quality education they deserve and are entitled to so that they will be prepared for high school, college or career, and life.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

#### **THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS**

1. 100% of students will graduate ready for college and career.
2. 100% of 8-year-olds will read on or above grade level.
3. 100% of positions are filled by great principals, teachers, and employees.
4. 100% of funding for great schools is secured with zero deficit.

#### **FRANKLIN S. EDMONDS ELEMENTARY SCHOOL GOALS**

1. At least 70% of Kindergarten students and 50% of 1<sup>st</sup> and 2<sup>nd</sup> grade students will score at target by the Spring aimswebPlus assessment.
2. At least 60% of students will attend school 95% of days or more.
3. At least 90% of students will have zero out-of-school suspensions.
4. At least 70% of Kindergarten students and 60% of 1<sup>st</sup> and 2<sup>nd</sup> grade students in the ATSI subgroups of Black and Economically Disadvantaged will score at target by the Spring aimswebPlus assessment.
5. At least 15% of classroom teachers will earn a rating of “Distinguished” in Domain 3: Instruction of the Danielson *Framework for Teaching*.

To help your child meet the district and school goals, the school, you, and your child will work together as follows:

#### ***School Responsibilities***

*Franklin S. Edmonds Elementary School will:*

- ☞ Provide for relevant and rigorous learning activities and experiences that are aligned with the Pennsylvania Core and/or Academic Standards and which recognize and are responsive to individual student needs and interests.
- ☞ Establish a caring, orderly, positive, and safe school and classroom environment where all students are able to realize and achieve their maximum learning potential.
- ☞ Maintain open lines of communication with parents/caregivers about their child's progress, achievement, and behavior while at school; this includes honoring requests for meetings or conferences and promptly returning phone calls and emails (within 48 business hours).



### ***Parent/Caregiver Responsibilities***

*We, as parents/caregivers, will:*

- ☞ Be knowledgeable about and familiar with the expectations and standards established by the school district and school, being available to classroom teachers and school leaders at all times by maintaining current contact information so that I can be contacted when necessary.
  
- ☞ Check my child's weekly folder; sign and return interim reports; attend and participate in report card conferences; and, cooperate with the school team in helping my child when academics, behavior, or attendance become a concern.
  
- ☞ Provide my child with the necessary support to ensure that he/she is prepared for school and ready to learn each day. This includes, however, is not limited to the provision of proper nutrition, adequate sleep, and a quiet place to study.

### ***Student Responsibilities***

*We, as students, will:*

- ☞ Attend class daily, on time, prepared, and ready to learn with the required materials, always putting forth my best effort in all that I do and asking for help when I need it.
  
- ☞ Be aware of and adhere to all policies, rules, procedures, and regulations set forth by the classroom teacher and school leaders.
  
- ☞ Be tolerant of the differences present within the classroom environment, treating others the way I want to be treated and not participating in any activities, which interfere with others' right to learn or feel safe and secure in the classroom.

### ***Communication About Student Learning***

Franklin S. Edmonds Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- ✍ School Website – regularly updated with information about school policies and procedures, as well as updates about school programs, activities, and other items.
  
- ✍ Student & Family Information Guide – provided in September for all students and upon enrollment at the school for new and transfer students; posted on the school website.
  
- ✍ Monthly School Calendar – sent home with students and posted in the school office and online on the school website and on ClassDojo at the beginning of each month.
  
- ✍ Parent-Community Workshops – offered at various intervals throughout the academic year and focused on topics that are relevant to children and families.



### ***Activities to Build Partnerships***

Franklin S. Edmonds Elementary School offers ongoing events and programs to build partnerships with families:

- ↳ Family Volunteerism and Advocacy Opportunities
- ↳ School Advisory Council
- ↳ Home and School Association
- ↳ Community School Committee
- ↳ Pre-Kindergarten and Kindergarten Open Houses
- ↳ Back to School Night
- ↳ Workshops

### **Parent and Family Engagement Policy**

***Revision Date: March 27, 2019***

In support of strengthening student academic achievement, **Franklin S. Edmonds Elementary School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the *Every Student Succeeds Act (ESSA)*.

The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Franklin S. Edmonds Elementary School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the *Every Student Succeeds Act (ESSA)*.
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the *ESSA* in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the *ESSA* is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a) Parents play an integral role in assisting their child's learning
- b) Parents are encouraged to be actively involved in their child's education at school
- c) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- d) Other activities are carried out, such as those described in Section 1116 of the *ESSA*

## **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

### **Section A: JOINTLY DEVELOPED**

**Franklin S. Edmonds Elementary School** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- *Each academic year, the school will invite the families of the children who are enrolled at the school to attend and participate in meetings to review and discuss Title I programming at three different points in the year – Fall, Winter, and Spring.*
- *The school also has an active School Advisory Council (SAC) and, secondarily, a Home and School Association (HSA), both of which are vehicles through which families can learn more about current and planned school activities and where they can take part in the decision-making process.*
- *A variety of workshops, which are led by school and District staff and, on occasion, by community partners will also be made available to families in support of increased parental involvement and additional community engagement.*

### **Section B: ANNUAL TITLE I MEETING**

**Franklin S. Edmonds Elementary School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- *Each academic year, the school will invite the families of the children who are enrolled at the school to attend and participate in meetings to review and discuss Title I programming at three different points in the year – Fall, Winter, and Spring.*
- *All families will be afforded the opportunity to provide feedback about the educational program on an annual basis by completing the Parent Survey.*

### **Section C: COMMUNICATIONS**

**Franklin S. Edmonds Elementary School** will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- *School Website – regularly updated with information about school policies and procedures, as well as updates about school programs, activities, and other items.*
- *Student & Family Information Guide – provided in September for all students and upon enrollment at the school for new and transfer students; posted on the school website.*
- *Monthly School Calendar – sent home with students and posted in the school office and online on the school website and on ClassDojo at the beginning of each month.*
- *Parent-Community Workshops – offered at various intervals throughout the academic year and focused on topics that are relevant to children and families.*

### **Section D: SCHOOL-PARENT COMPACT**

**Franklin S. Edmonds Elementary School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- *The School-Parent Compact will be updated in collaboration with families during the Spring Title I meeting.*

### **Section E: RESERVATION OF FUNDS**

**Franklin S. Edmonds Elementary School** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- *During the Winter Title I meeting, families will be afforded the opportunity to offer input about how Title I funds should be expended. When the budget for the following academic year is shared by the School District of Philadelphia, Administration will share it with families to communicate how the funds were expended based on their feedback.*

## **Section F: COORDINATION OF SERVICES**

**Franklin S. Edmonds Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *During the Winter Title I meeting, families will be afforded the opportunity to offer input about how Title I funds should be expended. When the budget for the following academic year is shared by the School District of Philadelphia, Administration will share it with families to communicate how the funds were expended based on their feedback.*

## **Section G: BUILDING CAPACITY OF PARENTS**

**Franklin S. Edmonds Elementary School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards;
  2. Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement; and,
  3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
    - a. The State's challenging academic standards
    - b. The State and local academic assessments including alternate assessments
    - c. The requirements of Title I, Part A
    - d. How to monitor their child's progress
    - e. How to work with educators to improve the achievement of their child
- *At the annual Open House night, Franklin S. Edmonds Elementary School will educate families on how to use the Parent Portal, including Infinite Campus in order to track and monitor their child's grades, attendance, and standardized assessment scores, as well as to use other digital tools and resources that are necessary for their child to be successful.*
  - *Franklin S. Edmonds Elementary School will hold family nights and other workshops for families during the academic year.*

## **Section H: BUILDING CAPACITY OF SCHOOL STAFF**

**Franklin S. Edmonds Elementary School** will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- *During the beginning-of-the-academic-year professional development, all school staff will participate in professional learning opportunities focused on effective communication with families. Throughout the academic year, classroom teachers, non-teaching professional employees (NTPEs), and paraprofessional staff will be coached on home-school communication strategies and techniques.*

**Franklin S. Edmonds Elementary School** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- *Visits to the School Office*
- *Meetings and Conferences with School Staff*

### **PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS**

- Family Volunteerism and Advocacy Opportunities
- School Community Updates
- Pre-Kindergarten and Kindergarten Open Houses
- Workshops

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### **Additional Documents and Forms**

We highly suggest that the following additional documents are reviewed, in their entirety, by students and families of Franklin S. Edmonds Elementary School:

#### *Student Code of Conduct*

<https://www.philasd.org/studentrights/wp-content/uploads/sites/67/2019/08/19-20-Code-of-Conduct.pdf>

#### *Bullying and Harassment Administrative Procedures*

<https://www.philasd.org/bullying/wp-content/uploads/sites/129/2017/09/Bullying-and-Harassment-Administrative-Procedures.pdf>

Additionally, we ask that the following forms, which will be sent home with each student and available in the school's Main Office, are returned to school as soon as possible:

- ★ "Emergency Contact Form" (EH-4)
- ★ "Parental Permission Form" (EH-8o) for Walking Trips
- ★ Parent Pick-Up Form