

The School District of Philadelphia



STUDENT & FAMILY HANDBOOK

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This is an informational handbook that should be used as a reference throughout the school year. The material contained in this handbook is not all-inclusive but highlights information that is most needed. Among its contents are specific procedures for the operation of Stephen Girard's policies, protocols, and procedures for students and parents, as well as policies, protocols, and procedures of the School District of Philadelphia. Please remember that all policies, protocols, and procedures are developed for the good of students, staff, and the Girard community. If changes to this handbook are made, this handbook will be updated on our school website. ***Stephen Girard Elementary School reserves the right to amend and/or adapt this handbook, including its policies, at any time during the school year.***

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History

Born in Bordeaux France, Stephen Girard (1750-1831) came to Philadelphia in 1776 and made immense fortunes in shipping, banking and real estate that combined to make him the wealthiest American of his time. When he died in 1831, he left nearly all of his multi-million dollar fortune to charity, focusing especially on education. The vast bulk of his estate went to create Girard College, a boarding school for financially-disadvantaged students which still exists today. Girard also left two other education-related bequests: \$10,000 to the Comptrollers of the Philadelphia Public Schools for “the use of the Schools upon the Lancaster system in the first section of the first school district of Pennsylvania” and \$6000 to create a school in Passyunk Township. The current Stephen Girard school, a public school in the Philadelphia school district, is a descendant of this Passyunk school.

In 1797, Stephen Girard bought a 70-acre stretch of farmland in Passyunk township, which was then outside the city of Philadelphia. He continued to work, improve and expand the land he called “my place” through his life and remembered the township in his will. Girard’s will called for four men of Passyunk Township to:

“purchase a suitable piece of ground, as near as may be in the centre of said township, and thereon erect a substantial brick building, sufficiently large for a school-house, and the residence of a school-master, one part thereof for poor male white children, and the other part for poor female white children of said township”

He indicated that the completed school and any unexpended funds were to be turned over to a “board of directors” composed of townsmen and “and I do hereby recommend to the citizens of said township to make additions to the fund whereof I have laid the foundation “

A brick schoolhouse was duly built and opened in 1833 with approximately thirty students. Unfortunately as a late 19th-century history put it, “No one responded to Mr. Girard's recommendation that additions be made to the fund founded by him, and the trustees discovered that they had insufficient means with which to properly carry on the school for any length of time. It struggled along for several years, but was finally closed.” The building was given to the school board and reopened as a public school in 1867. The public “Stephen Girard Combined Higher Primary School” eventually outgrew its small brick structure and a second, much larger stone building was constructed on the same site in 1901. The current brick Stephen Girard Elementary School is the third school building to occupy the ground and is a public school now serving students in kindergarten through fourth grade.

Today, Stephen Girard Elementary is part of the School District of Philadelphia. We service all neighborhood children in grades Kindergarten through 4 who live in our catchment area. We are located at [1800 Snyder Ave., Philadelphia, PA 19145](#). (click address for Google maps). Our school practices productive collaboration between students, staff, families, and school partners to promote systems and

structures that support social and academic development of all students through a clear student centered approach.

Teachers and students grow as learners to foster student achievement and support students as active participants in the process of learning. School leadership is active and visible in supporting teachers in implementing rigorous instructional practices. Families are treated with a customer service orientation which assumes that all families have the best intentions when addressing the needs of their children. We set high expectations for students, staff, and parents.

Haas, Katherine . "Stephen Girard Elementary School." Clio: Your Guide to History. May 13, 2020. Accessed August 7, 2024. <https://theclio.com/entry/103495>

Welcome From Principal Walls

We are pleased to issue the Stephen Girard and Family Handbook to all of our families. We hope that this book will be a valuable resource to help guide your pursuit of school excellence. It is our goal to provide a safe, welcoming, and academically challenging program for all children. We aim to foster a school environment where every student identifies and develops their unique strengths, demonstrates responsibility and cooperation, treats everyone with respect and dignity, and engages in joyful learning experiences.

You are invited to read about our school in this handbook. Feel free to ask questions of teachers, staff and administration. We welcome your involvement. Please visit us, volunteer, and become active in our learning community. Contents of this handbook may be revised during the course of the school year dependent upon District and School policy and/or procedure changes. Any handbook changes will be made publicly available on our website.

Elizabeth Walls
Principal

School Mission

At Stephen Girard Elementary, we are committed to providing our community of learners with appropriate academic challenges in a safe, equitable, and supportive environment. Our school practices proactive collaboration between students, staff, and families to support the social, emotional, physical and academic development of all students as lifelong learners. Our community is compassionate, accountable, respectful, and engaged.

School Vision

All members of the Stephen Girard School community support each other to create an encouraging and understanding equitable environment that emotionally nurtures and intellectually challenges children and staff members.

School leadership is active and visible in supporting teachers to implement rigorous instructional practices.

Families are respected as members of the school community and treated as part of a collaborative team. We believe that students, staff, and community share the common goal of supporting students' growth and success. Families are heard and valued.

Teachers and students grow together as learners and actively participate in the learning process.

C.A.R.E Core Values - The Beliefs that Guide Our School

- **Compassionate**
- **Accountable**
- **Respectful**
- **Engaged**

School Calendar 2024-2025

August 2024

- 1st – 2nd: Full Day Principal Professional Development
 - 20th: First Day for Staff
 - 20th – 23rd: District-wide Professional Development
 - 26th: First Day for Grades PreK-12 Student Attendance
 - 26th – 30th: Kindergarten Interviews 3 Hour Early Dismissal (Kindergarten Only)
-

September 2024

- 2nd: Labor Day – Schools Closed and Administrative Offices Closed
 - 27th: Staff Professional Development (Half Day); Three hour early dismissal for students
-

October 2024

- 3rd: Rosh Hashanah–Schools Closed and Administrative Offices Closed
 - 25th: Professional Development (Full Day) –Schools Closed for students
-

November 2024

- 5th: Election Day–Schools Closed for Staff and Students
 - 15th: Term 1 Report Card Conferences (Full Day); School Closed for students
 - 21st-23rd: 2nd Report Card Conferences–3 Hour Early Dismissal
 - 27th: 3 hour early dismissal for students and staff
 - 28th-29th: Thanksgiving Recess; –Schools Closed and Administrative Offices Closed
-

December 2024

- 13th: Staff Professional Development (Half Day); –3 Hour Early Dismissal for Students
 - 16th: Professional Development Half Day–3 Hour Early Dismissal
 - 23rd - 31st: Winter Recess; School Closed and Administrative Offices Closed
-

January 2025

- 1st: New Year's Day; Schools Closed and Administrative Offices Closed
- 1st-2nd: Winter Recess cont.; School closed for students and staff; Administrative offices closed
- 3rd: Staff Professional Development (Full Day) –Schools Closed for Students

- **16th:** Dr. Martin Luther King Jr. Day– Schools Closed and Administrative Offices Closed
 - **29th:** Lunar New Year; Schools Closed and Administrative Offices Closed
 - **30th, 31st:** Term 2 Report Card Conferences (Half Day); 3 Hour Early Dismissal for Students
-

February 2025

- **7th:** Staff Professional Development (half Day);–3 Hour Early Dismissal for Students
 - **17th:** Presidents’ Day– Schools Closed and Administrative Offices Closed
-

March 2025

- **7th:** Staff Professional Development (Half Day)–3 Hour Early Dismissal for Students
 - **27th, 28th:** Term 3 Report Card Conferences (Half Day); 3 Hour Early Dismissal for Students
 - **31st:** Eid al-Fitr; School closed for students and staff; Administrative offices closed
-

April 2025

- **14th – 17th:** Spring Recess– Schools Closed for students and staff
 - **18th:** Good Friday– Schools Closed and Administrative Offices Closed
-

May 2025

- **9th:** Staff Professional Development (Half Day); 3 Hour Early Dismissal for Students
 - **20th:** Election Day (tentative); –Schools Closed for Staff and Students
 - **26th:** Memorial Day–Schools Closed and Administrative Offices Closed
-

June 2025

- **6th:** Eid al-Adha; School closed for students and staff; Administrative offices closed
 - **11th:** Staff Professional Development (Half Day); 3 Hour Early Dismissal for Students
 - **12th:** Last Day of School students and staff; 3 Hour Early Dismissal for Students, Full day for Staff
 - **19th:** Juneteenth – Administrative Offices Closed
-

Stephen Girard School Policies

OPERATIONAL POLICIES & PROCEDURES

VISITOR/ VOLUNTEER SIGN IN PROCEDURES:

- All visitors and volunteers must stop at the front desk, show picture identification and sign in with a school representative. When you sign in, you will be asked to provide your full name, date, time and purpose of the visit.
- All visitors/volunteers will be directed to the main office for further assistance.
- If approved, all visitors/volunteers will be given a visitor's pass that must be displayed throughout the duration of the visit.
- All visitors/volunteers will be escorted to locations outside of the main office area unless directed otherwise.
- All visitors/volunteers must sign out at the front desk before leaving the building.
- Students will only be dismissed from the main office. Visitors may not request to pick up a student from the classroom.
- Students will not be called down to the main office during the school day for any reason other than early dismissal. Staff can deliver items and messages to students, if necessary.
- All visitors must sign out upon completion of their volunteer/visitor duties.
- Office procedures for early dismissals are to be followed at all times.

SCHOOL HOURS

School begins promptly at 8:15 a.m. and dismissal begins at 2:45 p.m. It is school policy to provide supervision in the lunchroom beginning at 8:05 a.m. Parents should not send or drop children off before 8:05 a.m as there is no supervision until that time. The school assumes no liability or responsibility for children on school grounds until supervision begins. All children should be picked up promptly by 2:54 p.m. We expect all drivers near the school to follow road safety procedures and the school requested traffic pattern.

BREAKFAST

All students can receive a free breakfast despite their financial situation. Students can get breakfast between 8:15 am. and 8:30 a.m. in their classroom.

ADMISSION

The Stephen Girard Elementary School community puts children's safety first. In an effort to make admission and dismissal safe for our students we ask everyone to comply with the following procedure:

- Children should be dropped off in the lunchroom at the 18th Street entrance to create a smooth flowing traffic pattern. Additionally, remind your child that once they enter the schoolyard they may not leave to go to any store.

- Students should not be dropped off in the middle of the street.
- Students should be reminded to cross streets at intersections and follow the directions of crossing guards and school personnel.

If we all work together and adhere to the procedures, we can alleviate potentially dangerous situations for students. Always think safety first!

LUNCH

Students eat lunch in the lunchroom. Children may bring their lunch or receive a free federally funded lunch. Student Climate Support Staff supervise our lunch program and recess time. Parent volunteers are welcome to help supervise games in the yard at recess and support in the lunchroom. Volunteers must adhere to the district's volunteer clearance policies. Please contact Mr. McCalla (jmccalla@philasd.org) for recess volunteer opportunities.

DISMISSAL

Kindergarteners are dismissed from the classroom by classroom teacher. Families line up at Snyder Avenue entrance at the end of the school day. Grades 1-4 dismiss from the auditorium. Families will enter through the Passyunk Street entrance. Students are not permitted to play with any outdoor equipment until after 3:30 pm in order to ensure everyone's safety.

EARLY DISMISSAL

No child will be given an early dismissal from school unless a parent comes to school to escort the child from the building. **Students will not be dismissed early from school after 2:15 p.m.** Parents are asked not to schedule doctor and dental appointments during school hours, whenever possible. Doctor's notes will be required for doctor's visits that require an early dismissal. These may be brought to the school the next day. All early dismissals will be recorded in the district's Attendance Monitoring System. Habitual early dismissals adversely affect student learning and may affect student grades.

Parents requesting early dismissals will be asked to provide photo ID, state the relationship to the student, give reason for dismissal, and give their signature. Students must be signed out in the early dismissal log at the main office. Children will be dismissed only to those listed on the emergency contact form.

LEGAL CUSTODY

Parents/Guardians are asked to inform the main office and the child's teacher when legal custody of a child resides with one parent. School personnel can only make decisions about the child (e.g., permission to pick up a child from school) based on official legal documents. It is important for the school to have a copy of the custody decree. Custodial parents/guardians likewise are asked to supply the school with copies of restraining orders.

RELEASE OF A CHILD

A child will not be released to a parent/guardian who does not have physical custody without the written consent of the custodial parent/guardian. To determine the custodial parent/guardian, all separated or divorced parents must provide the school with a copy of the court order or custodial agreement adjudicating that determination of custody. The court order/custodial agreement is placed in a confidential file.

INCLEMENT WEATHER

In case of inclement weather, All admission and dismissal procedures will remain the same.

Please do not send your child to school before 8:05 a.m., as there is no adult supervision prior to 8:05a.m. Once the children start moving towards their classrooms, we will ask for all students to wait in the main lobby until the hall is cleared.

ADMISSION/DISMISSAL UPDATES

In the event that our admission or dismissal is modified, we will communicate the modified procedure as soon as possible. Caregivers will be notified of this change via CLASS DOJO.

EMERGENCY CLOSINGS AND DISMISSALS

School Closings will be officially announced on the school district website. The announcement will state, "All Philadelphia public schools are closed." A specific school will be named only in the event that there is a problem at that school.

Early dismissals and late arrivals will be announced on the school district website. Our school will also post on CLASS DOJO. **Remember to connect to Stephen Girard's Class Dojo with your child's teacher.**

Please discuss with your child the possibility of an emergency school closing. Your child should know the name, address, and telephone number of the person you have designated as the emergency contact. Please make sure the emergency contact lives as near to the school as possible. Keep all directory information current; home address, home phone number, work phone number, cell number, email address, and emergency contacts.

DELAYED OPENING PROCEDURES

Please review the delayed opening procedures in the event of inclement weather or an emergency. It is important to remember the following:

- Student Arrival: 10:15a.m
- Student Dismissal: 2:54p.m.
- Admission: students enter through the lunchroom/18th Street entrance.

INSTRUCTIONAL POLICIES

HOMEWORK

Expect assignments Monday through Thursday each week, in addition to longer-range projects and reports. Students should review the day's class work. Contact the teacher if you do not see regular assignments being given. For older students, assignments may involve several days or weeks of preparation. Students should not wait until the night before this type of assignment is due to start the task. Studying for major tests should be done over several days. Major tests will be announced in advance.

If no tests or written work come home, check the bottom of your child's book bag. If you don't find anything, write a note to the teacher and ask if you have missed something.

Homework should be done in a comfortable place where the student has proper space and privacy. The student should have minimum distractions. Be sure to allow as much time as needed for the work to be completed without rushing.

The time spent on completing regular homework assignments will vary according to grade level. At Stephen Girard School, we strive for approximately 10 minutes per grade. Generally, homework each night should take approximately 10-30 minutes for 1st-3rd grades, and no more than 40 minutes for 4th grade. If your child is struggling for hours with homework, notify the teacher.

Homework should be checked to see if the assignments are done correctly in the earlier grades and in the later grades if the student has a history of missing or incomplete assignments. Parents/guardians should feel free to *assist* the student if necessary, but not actually *do* the assignment. *Showing that you are interested in school by monitoring and assisting in home assignments is critical for ensuring success.* This links school with home, and is a way of keeping up with the student's progress in school.

LENDING LIBRARY MATERIALS

Students are responsible for library books. Books will be issued by student ID numbers. Lost books or those damaged beyond normal usage will be the financial responsibility of the student's family. It is not wise to loan books to other students.

CHROMEBOOKS

The School District of Philadelphia loans a Chromebook to every District K-12 student. The loaner program is free, however, all Chromebooks are to be brought to school each day to be used for instruction. Some teachers may choose to not send Chromebooks home each night and instead store them in carts to be made available each day for the students.

All protective cases must remain on the Chromebook and should not be removed except by a repair technician or other designated District Staff.

Families must immediately report any damage, loss, or theft to the school.

If you have any questions about your child's Chromebook or need to obtain a Chromebook for your child, please reach out to the school. To have your Chromebook repaired, visit one of the Technology Support Centers.

PARENT AND FAMILY PORTAL

The School District of Philadelphia offers a Parent and Family Portal as a tool to help family members stay connected to their child and school. The Portal gives you access to valuable information about your child's education and school. You will be able to view your child's academic history, test results, attendance, and more. You can also request to receive text messages, emails and/or phone calls about important issues that might impact your child, (i.e. weather-related school closures and delays, attendance alerts and upcoming events of interest to families).

You can use the Portal to view academic history, view test scores, view student attendance, and set communication preferences. In order to complete your registration you will need:

1. Your student's ID number
2. A personal email address.
3. Access to the telephone number on file at your student's school.

Please visit <https://www.philasd.org/face/fr/parent-and-family-portal/> to access the Portal.

CLIMATE & CULTURE POLICIES

At Stephen Girard, student attendance is incredibly important. We pride ourselves on tapping into the potential of all students that enter Girard's doors and we fully believe that attendance is a very important part of student success. Consequently, we have designed a plan for students to encourage and positively reinforce a high rate of daily attendance.

ATTENDANCE PLAN

- Each day an entire classroom has 90% attendance or more, the class will receive a letter spelling out the word AttendANCE. Once a class spells the entire word, they will be invited to the AttendANCE party hosted by Mr. McCalla.

SDP ATTENDANCE POLICY

As Philadelphia is a District of the First Class, the requirement for school attendance is between the ages of 6-17. Once a student is enrolled in school, they can only be withdrawn if the student transfers out of the District. The student will remain on the District's roll and the child/family is subjected to Truancy Court if they do not attend school.

SCHOOL PROCESS:

- Caregivers must submit an absence note to the school within three (3) days upon the child's return to school from an absence. The school Principal/Designee will make a determination if the note will be accepted. If the note has been accepted, it should be submitted to the main office, and the absence must be changed in the SIS (Student Information System) to an excused absence using the appropriate code.
- At the 3rd unexcused absence, the Third Day Illegal Notice (C-31) should be sent to the parent/guardian notifying that the child has missed three (3) unexcused days (consecutive/non-consecutive) of school. This document can be generated and printed in the SIS for all district schools.
- A Student Attendance Intervention Plan (SAIP) Conference should be held by the 6th unexcused absence to address the student's absences and reasons for the truancy. The purpose of the conference is to identify barriers to attendance and develop meaningful strategies to address the identified issues and support the student, which will be completed at the conference. The school must invite the parent/guardian to the conference. A copy of the SAIP will be provided to the student, parent/guardian and any other entity identified who can support the student with this plan.
- At the 10th unexcused absence, the truancy referral will be submitted to the Office of Attendance & Truancy. All referrals will be checked for quality and accuracy. A completed SAIP consists of: contact log, identification of barriers, implementation of interventions that address the identified barriers, and progress monitoring. The Student

Attendance Improvement Plan will serve as the truancy referral and will be required for ALL cases going to Truancy Court or DHS for services.

CORRECTIONS TO A STUDENT'S ATTENDANCE RECORD:

If a caregiver feels that there is an error/discrepancy on their child's attendance record, they have the right to address it with the school. They must provide proper documentation in order for a change to be made. This documentation should consist of a handwritten note from the parent/guardian if it is less than three (3) days from the date of absence. A doctor's note is required if the absence totals three (3) consecutive days or more. Once the information is given to the school, either the principal or their designee will approve the change. If the change is approved, the change should be reflected in the SIS. Changes for the current school year can be done at the school level; changes from the prior school year must be submitted to the Office of Attendance & Truancy for correction.

EXCUSED ABSENCE POLICY:

Excused/Lawful Absence Pursuant to SDP's attendance policy, all absences resulting in a total of three (3) or more consecutive days will require a doctor's note. For absences that do not total three (3) consecutive days, parents may submit a handwritten note stating the reason for the absence. Notes must be given to the school within three (3) days upon the child's return to school. If the note is not turned in within the required time frame, the day(s) may not be excused. When a student has been absent, excused with a parent note, totaling eight (8) days (cumulative), all subsequent absences require a doctor's note. Excused absences apply under circumstances such as:

- illness or injury
- death/funeral-related absence
- education-related trips or activities if the following conditions are met:
 - The person in parental relation submits the documentation required for excusal prior to the absence, within the appropriate time frame.
 - The student's participation has been approved by the Superintendent or Principal.
 - The adult directing and supervising the tour or trip is acceptable to the person in parental relation.
- required court appearance
- out of school suspension
- religious holidays

UNEXCUSED ABSENCE:

An unexcused absence occurs when a student is absent without a valid excuse in writing. That means that either no written notice was submitted to the school upon the student's return or that the reason provided in the notice was deemed invalid. Examples of invalid excuses include (but not limited to):

- babysitting
- illness of a family member
- waking up late
- vacation**

**Family vacation/travel (i.e. weddings, Disney World, national or historic landmarks, sporting competitions, etc.) will not be approved as excused absences

HALF-DAY ABSENCE PROCEDURE: (K-8 SCHOOLS ONLY):

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 the child has a note from a medical provider (Doctor, Dentist, Psychologist, Psychiatrist, etc.) they will be marked as half-day excused. The note must be given to the school upon return from the medical provider, within 24 hours of the visit. If the student does not have a note, the half-day will remain unexcused, two (2) half day unexcused absences will equal one (1) full day unexcused absence.

LATENESS (TARDY) PROCEDURE: (K-8 SCHOOLS):

Any student that comes to school after the start of the school day within two (2) hours of school starting will be considered late. If the student has a doctor's note, it will count as an excused lateness. If no note is provided to the school, it will count as an unexcused lateness and the student will be marked accordingly.

EARLY DISMISSAL PROCEDURE:

Any student that leaves school at any other time during the day, outside the parameters set up above in the half-day absence/lateness procedure will be marked as unexcused early dismissal. If the student has a doctor's note, they will be marked as excused early dismissal. The note must be turned in within 24 hours of the student leaving school for it to be excused.

For further details, questions, or concerns about attendance please:

- Contact Ms. D., school counselor, at Stephen Girard at edajevskis@philasd.org
- Reach out to the Office of Student Rights and Responsibility (Attendance & Truancy) via phone at 215-400-4220 or email at: attendanceandtruancy@philasd.org
- Visit the School District of Philadelphia's website for all attendance and truancy related policies and procedures:

<https://www.philasd.org/studentrights/programsservices/attendance-truancy/>

SCHOOL DRESS CODE/ UNIFORMS

Stephen Girard School has a school dress code. In an effort to uphold an atmosphere that is most conducive to learning, student attire is expected to be appropriate for school. The purpose of the dress code is to assure that students dress in a way that is supportive of, and not disruptive to, the educational process. All students are expected to wear clothing which includes, pants, shorts, shirts, dresses, skirts, blouses and footwear at all times.

Our school uniform shirt color is burgundy or any Stephen Girard "swag" and khaki bottoms. The following items are not permitted:

1. Short shorts, skirts, dresses, or bottoms that do not cover undergarments.
2. Clothing that does not cover the torso.
3. See-through or revealing clothing.
4. Muscle shirts, spaghetti strap tops, or midriff tops.
5. Head wear other than for religious purposes.
6. Clothing with profane writings, insignias, sexual implications, or advertising of drug, alcohol or tobacco products.

7. Flip-flops, open-toe shoes, open back shoes, open back shoes with only a strap-including Crocs-, cleats, or roller skate shoes are not permitted. Students are expected to wear sneakers on days when they have physical education class.

In the event a student fails to follow this dress code, the parent/guardian will be contacted by school administration. The student may be provided loaner clothing by the school or the family may be asked to bring an appropriate change of clothes or shoes to school. School administration reserves the right to judge any form of dress that may be appropriate or inappropriate, disruptive, or unsafe for the school environment.

COLD WEATHER DRESS CODE

Outerwear may not be worn in class. We strongly encourage students to bring layers to school as different areas of the school building may have different temperatures. All outerwear should be labeled with the students' name in case it is misplaced.

GYM UNIFORM REQUIREMENTS

It is important for students to come well prepared for gym class. All students must wear sneakers to participate. We strongly encourage students to wear t-shirts and sweatpants on days when they have gym. Burgundy hoodies are permitted when the weather permits. Students are permitted to wear shorts under any dress or skirt on gym day. Gym tee shirts will be on sale at Back to School Night.

LOST AND FOUND

Valuable items found in and around the school should be turned in at the Main Office. Other items are placed on the Lost and Found in the lunchroom. Please label all belongings, especially jackets/coats, backpacks, and lunchboxes, with your student's name. Students should not bring expensive items to school. Each student is responsible for taking care of their own property. Valuable items and large sums of money should NOT be brought to school. The school will not be responsible for lost personal items.

MOVE-UP DAY CEREMONIES

Students will participate in closing exercises if they successfully pass their courses. Students who fail to successfully complete the academic program and/or behave in an inappropriate manner will be excluded from end of year activities. A student's participation in these activities is contingent upon the successful completion of the academic grade program, which includes academics as well as citizenship. We request your assistance in reviewing the following school norms and policies with your child.

- Students are expected to follow all school norms each and every day until the end of the year.
- Students are reminded of the C.A.R.E Values (compassionate, accountable, respectful, and engaged) that must be maintained to align with our school code.
- Students are expected to complete all class and home assignments.
- "No students may engage in any conduct that jeopardizes the health, safety or welfare of any member of the school community, or in any conduct that disrupts or undermines the basic educational program" (The School District of Philadelphia, Code of Conduct).

ALL-SCHOOL INFORMATION

HEALTHY PRACTICES/FOOD ALLERGY AWARENESS/BIRTHDAY POLICY

Classroom teachers make every effort to make each child's birthday feel special and important. Parents and students may not distribute any invitations to private or personal parties at school. The delivery of balloons, gifts, flowers, etc, is not permitted to students during the school day.

Due to food/allergy concerns parents may not bring food, including cupcakes, to celebrate their child's birthday. Parents may arrange with the teacher to bring in a "treat" (not edible) for the class to celebrate a child's birthday.

Examples of "treats" include pencils, "Happy Birthday" posters for children to sign, small toys, stickers, or something not tangible such as singing happy birthday and doing a team builder/community builder game of the child's choice. The birthday child's parent/guardian may want to read or share an appropriate story with the class or you may have special birthday recognition apparel to help the child to feel special. This is a wonderful way to build the home and school connection and strengthen family ties. Your child will also be provided with a special gift and a shout out in the announcements on their birthday from the administration.

The safety and health of our children is of utmost importance. At Girard School, we have many children with severe allergies. In an effort to support all of our student's health and wellness we have changed a few practices and ask for your support in implementing the following:

- Please report any food allergies and/or other health concerns to the teacher and school nurse.
- Please do not surprise your child's class with food.
- Students are not permitted to have food deliveries from outside vendors (i.e. Grubhub, Caviar etc) sent to the school. Staff cannot verify the identity of delivery persons and/or the contents of such deliveries. If your child has an outside vendor deliver food to the school, a parent will be notified and the delivery will be held in the office for the parent to pick up at dismissal.

BACK TO SCHOOL NIGHT

Back To School Night is an important opportunity for parents/guardians and staff to meet. During this evening meeting, caregivers are welcomed by the school community and partners and are able to go to their children's classrooms where the teachers will introduce themselves, explain their classroom programs, and answer questions about the general program and classroom procedures. Caregivers will also have the opportunity to talk to the specialist teachers in the school.

CAREGIVER VOLUNTEERS

Volunteers are needed to assist the school in many different ways, including working with students or providing assistance to the staff in various areas of the building. Parents/Guardians wishing to volunteer are invited to contact Mr. McCalla, Climate Manager, at jmccalla@philasd.org to determine a mutually convenient time to meet. Currently, we are looking for help in the following areas:

- Lunch room/recess yard
- Morning admission yard monitors
- Hall monitors
- Front Desk
- Community Events
- Other (If you have another idea that you'd like to volunteer your help/skills, please let us know!)

All volunteers are required to complete child abuse and criminal background clearances before they can volunteer in the school. The state has made it easier and cheaper to obtain your clearances to volunteer in schools. The criminal background check through the PA State Police is FREE and results are received almost immediately through their online application. The child abuse clearance is also FREE and can be applied for online with a longer wait time. The FBI federal criminal history is available online with local fingerprinting locations for a fee of approximately \$28.00. There are also SDP forms that need to be completed.

Here is the link to the SDP Volunteer Checklist:

https://drive.google.com/file/d/1xNQ_0txcsTf6TAXHOslqCQk2QaimqlGx/view

Here is the link to the new FAQs: www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm

And here is the link to the application instructions online and in print:

<http://www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

School Advisory Council

School Advisory Councils (SAC) are part of the overall leadership structure at Girard School. Providing a forum for open discussion and problem-solving, the SAC gives all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in the school-based decision-making process and the power to influence all aspects of the work of the school. The SAC promotes collaboration and understanding and builds support for the school's overall goals as well as individual programs, policies, and initiatives.

School Advisory Councils are composed of peer-elected representatives from various stakeholder groups at the school, whose main responsibility is to collaborate with the principal on specific matters that affect student achievement and school improvement.

The SAC meets once a quarter. Meeting dates and times will be posted on the school's website as well as on the school calendar.

If you are interested in joining the Girard School SAC, please send an email to Ms. Walls eawalls@philasd.org

SCHOOL COMMUNICATION

Girard staff will respond to all communication within 24-48 hours.

To contact a teacher, you may:

- Send a note with your child asking the teacher to write to you or call you. Tell the teacher when you will be available at work or home.

- Send a note with your child asking the teacher for an appointment. Specify the times when you can meet – before school, during the day, etc.
- Ask the school secretary to leave a note in the teacher’s mailbox. Teachers will not be called to the phone during class time.
- Email your child’s teacher on his/her school district email or Message on Class Dojo
- Teachers will respond to all communication within 24 - 48 hours.

The principal and members of the team (Nurse, Counselor, Climate Manager, Assistant Principal, etc) are available to discuss your concerns. In an effort to make certain that concerns are given to the appropriate party and followed through in a timely manner.

To contact the principal, you may:

- Send a note with your child asking the principal to call you. Tell the principal when you will be available at work or home.
- Stop in or call the main office and schedule a meeting with the secretary to see the principal..
- Email the principal at eawalls@philasd.org
- Call the school office and leave a message with the secretary. Please specify the purpose of your call.

The principal will respond to all communication within 48 -72 hours.

In the event that you need further assistance, please contact:

The Office of Family and Community Engagement: 215-400-4180

At Back to School Night, the teachers will inform you of how they would like you to communicate with them. Our teachers welcome caregiver’s interest in their child’s education and are responsive to your questions and concerns. A good question to ask is “Is there anything I need to know about or do that can help my child?”

INTERIM REPORTS

Academic interim reports are distributed 4 to 6 weeks before a report card is issued. All children will receive interim reports. Behavioral interim reports may be issued at any time.

REPORT CARD CONFERENCES

Report card conferences are held three times per year: November, January/February, and March. You will receive an appointment notice and/or a Sign Up link. If you cannot make the appointment, reschedule with the teacher. This conference is when you and the teacher look at your child’s achievement and behavior, and plan what is best for your child. Come prepared with any questions you may have or information you feel the teacher needs to know. Teachers can only be helpful if they are informed of a problem. The final report card will be sent home with the students in June.

You need to know your child’s ability levels and know them honestly. Ask what you should be doing at home to support your child’s needs. When you don’t understand something, ask questions. Is this behavior typical, or a problem? Get specific information about the seriousness of a problem and what programs are available to help. An action plan with a timetable may be developed. Plan additional times, if needed, to discuss your child’s progress.

IMPORTANT WEBSITES

- The School District of Philadelphia: www.philasd.org
- Girard School: <https://girard.philasd.org/>
- The Pennsylvania Department of Education: <http://www.pde.state.pa.us>
- The Parent & Family Portal: <http://philasd.org/pfportal>

REPORT CARDS

The report card is a tool used to document student progress throughout the school year. The first, second, and third report cards can be viewed on the Parent Portal. The final report card is sent home with students on the last day of school in June at dismissal. The Report Card Conference windows are found in the school calendar.

All students in kindergarten through grade four receive a report card for each marking period. Report cards provide grades for all of the major subject areas, specialty areas, behavior, and effort, as well as an attendance report.

Communication among parents/guardians, teachers, and school personnel is essential to a successful educational program. Conferences are of prime importance in sharing information about a child's progress during the school year. They provide opportunities for the exchange of information between parents/guardians and the child's teacher regarding academic and emotional growth.

Report card conferences, involving the parents/guardians and teacher, are held at the end of the first, second, and third marking periods, at which time report cards are distributed. These conferences are usually scheduled for 10-minute blocks of time. If parents/guardians are unable to attend the conference at the scheduled time, the teacher must be notified at least 24 hours prior to the conference. If a longer conference is needed to address particular issues, a separate appointment should be made with the teacher.

In addition to the regularly scheduled conferences, a parent/guardian may arrange a conference at any time during the school year. Appointments can be made either by sending a note to or leaving a phone message for the teacher. The teacher will return the message so that a mutually convenient time can be arranged.

EDUCATIONAL PROGRAMS AND SUPPORT FAQ

What is the school reading program?

Students in grades K-4 use the *Expeditionary Learning Program*. In addition, all students are exposed to the PA Core Standards through a plethora of ELA materials that are on The School District of Philadelphia's curriculum engine.

What is the school math program?

Students in grades K-4 use the *Illustrative Math* program. In addition, all students are exposed to the PA Core Standards through a plethora of math materials that are on The School District of Philadelphia's curriculum engine. Henry School uses a hands-on approach to teaching mathematical concepts, reasoning and problem solving.

What is the science program?

The science program for K-4 focuses on appreciation and enjoyment of the subject of science. Children experience the science process skills using hands-on activities. The children keep learning logs and records of experiments. The program also consists of increasing the child's knowledge bank, problem solving, cooperative learning, and performance-based assessment. Children will use the FOSS curriculum in their classrooms.

What standardized tests are administered and when?

Standardized tests mandated by the Commonwealth of Pennsylvania and The School District of Philadelphia will be administered in grades 3-4. Students will respond to constructed response questions in writing and complete multiple-choice questions. Results of all assessments are used by teachers to differentiate instruction. These assessments are administered throughout the school year and parents have access to the results on the parent link of SchoolNet. Classroom teachers will provide additional information to students and parents/guardians prior to all testing, especially the PSSA in the spring.

If after reviewing the test, parents/guardians find the test to be in conflict with their religious belief and wish their student(s) to be excused from the test, the parents/guardians must provide a written request that states the objection to the Principal.

Does Girard School have a computer education program?

Yes, Girard School has a comprehensive computer education program. The computer lab and all classrooms are networked and have Internet capability. Chromebook computers are in the Stem Lab. The District utilizes filter software to help keep students from accessing inappropriate websites.

How is the Computer Lab used?

The main function of the computer lab is to teach Computer Science, and STEM. Children are taught keyboarding, word processing and presentation programs such as PowerPoint. Students are also taught how to conduct web searches while identifying appropriate resources for research.

The server in the Main Lab contains over 100 curriculum related pieces of software in every subject area. Teachers are also able to take their classes to the computer labs for subject instruction, research, or special projects.

What is the Art Program?

The goal of the art program is to enrich the student's perspective of art. The emphasis is to make children aware that art is all around us and should be appreciated. Students use various media in the art room including paint, paper, sculpture, and ceramics. The children also learn the elements of art and design in relation to various cultural backgrounds.

What is the Gym program?

The Physical Education Program for kindergarten through grade 4 includes activities that improve and enhance physical skills including:

- Hand-eye coordination
- Fine motor control
- Body awareness
- Gross motor coordination

Three other goals of the program are to prepare students for lifetime sports, care about their physical fitness today and in the future, and to have fun.

What is Girard's Instrumental music program?

The instrumental program is a comprehensive curriculum with students studying an orchestral instrument from the string, woodwind, brass, or percussion family. Students begin study in grades 3-4 using school-owned instruments. Instruments are provided to students at no cost. Students receive a weekly group instrumental lesson and, when they are ready, have the opportunity to participate in a large assembly: beginning band, drum, string ensemble, and/or orchestra. These groups perform at various school functions.

What is MTSS?

Multiple Tiered System of Supports is a three-tiered framework that can be thought of as a continuum of services, both academic and behavioral, with each tier part of an interrelated process. Instructional practices are evaluated and adjusted based on results of frequent, valid, and sensitive indicators of student outcomes. Any student in need of support can be referred. Classroom teachers or parents can request this support. Students in academic need (behind or above grade level proficiency), social/emotional need, or any other need are eligible for services.

The process is focused on helping the student be successful in the regular classroom setting. MTSS begins with focusing on issues that face groups of students experiencing similar barriers to learning. Teachers meet bi-weekly to discuss academic or behavioral concerns and develop a plan to help these students. The second level of MTSS focuses on individual student support. Team meetings are held with parents/guardians and may include your child's teacher, school counselor, nurse, and others who would be helpful in problem-solving for your child. After completion of the MTSS process, students may be identified for support through special education services or gifted support services.

What are the special education services?

Girard is an inclusive community of diverse learners that offers special education services based on each child's unique needs.

- Learning Support: Students who receive learning support services attend research-based reading and/or math intervention programs in a small group instructional setting outside of the regular education classroom. Students are identified for this service through MTSS and may acquire help for longer or shorter periods of time depending on individual need. The learning support teacher works in collaboration with general education teachers in order to make accommodations and modify curriculum to help each student while in the general education setting.
- Autistic Support: The autistic support program at Girard is unique and inclusive based on need. All students attend lunch/recess and school-wide events with their typically developing peers. Some students also spend part of the day in the general education setting for specials and/or academics. Children receive research-based reading and math interventions in small groups in the autistic support setting. In addition, students receive individualized programming for academics, play/ social skills, and behavioral support. Additionally, students spend time in the sensory room based on individual needs.
- Speech/Language Support: The Speech and Language Therapist supports students who have been diagnosed as having a speech or language disorder (ie. mis-articulating, language delays, or physical disabilities that interfere with speech and language.) The special education teacher with the help of parents and teachers develop an individual program for each child. In addition, the Speech and Language Therapist works very closely with the autistic support teachers and pushes in the autistic support classroom in order to help students generalize language skills.
- Occupational Therapy and Physical Therapy: The occupational therapist and physical therapist work in

collaboration with special education and general education teachers. The occupational therapist creates sensory diets in order to best meet each student's unique needs. Tools, modifications, and strategies are embedded throughout the day across settings in order to help each learner achieve his/her highest potential.

Contact the principal, SPECM- Ms. Devine- or counselor- Ms. D- for more information.

How is a child identified for Gifted Support?

Identifying a gifted child is an in-depth process, which involves reviewing a variety of information from multiple people and available data. Just as every individual is unique and exhibits his or her own personality, "giftedness" manifests itself differently in every child. The identification process for Gifted and Talented Education encompasses a broad range of evaluation measures, which may include teacher recommendations, parent input, a portfolio of student-created work, a psychologist's evaluation, a checklist of giftedness indicators, and/or standardized test scores. At Girard, that includes assessment results and/or progress monitoring data from the STAR Assessment, PSSA, Curriculum Benchmarks, iReady, and/or Naglieri Nonverbal Assessment Test (NNAT3). In the spring of 2017 the School District of Philadelphia began administering the NNAT to all 2nd graders and the plan is for this to continue every year moving forward.

The Girard MTSS leadership team reviews the files of potential candidates at their weekly meetings. A formal evaluation administered by the school psychologist may be recommended at this time but keep in mind the determination of gifted eligibility comes from a variety of sources. There is no ONE measure to determine giftedness. Intellectual ability is not equated with an IQ score alone and IQ alone does not determine gifted eligibility.

At Girard we believe that it is most developmentally appropriate to begin identifying students that could be in need of gifted support services towards the end of 2nd grade/beginning of 3rd grade. We find that is when the data is comprehensive and robust enough to clearly illustrate how a given student is distinguishing him/herself from his/her peers and therefore potentially in need of specially designed instruction. If you feel that your child qualifies for gifted support, you can speak to your child's teacher or counselor.

The Gifted Support program allows students who have been identified through the screening and evaluation process to receive support through his/her Gifted Individual Education plan (GIEP). The GIEP allows for teachers to plan specifically for the needs of each child. Students who are identified as gifted will receive enrichment through differentiation within their classroom as well as in weekly small group sessions facilitated by the gifted support teacher.

When should I call the school counselor?

The school counselor is concerned with the educational, college/career, and social/emotional development/readiness of students in connection with their total school experience. Parents can contact the counselor when there are concerns related to any of these domains. The parents of 3rd and 4th grade students are encouraged to contact the counselor to plan for the transition to middle school and to learn more about the school selection process within the School District of Philadelphia.

Is there a uniform bank at Girard?

Yes, families can donate new or used uniforms in good condition. If your child is in need of any clothing item, please see the counselor.

Does Girard have extra-curricular activities?

Yes, Girard School emphasizes growth in the arts, humanities and the physical well being of all its students. Students in all grades are encouraged to participate in age appropriate activities. The purpose of these activities is to increase student self-esteem, build community spirit, and develop student potential. EC clubs are sponsored by staff members and include tutorial services. Information will be distributed as the year progresses.

Is there a nurse at the school?

Yes, there is a nurse on staff five days a week. The school nurse takes care of students who become sick or injured during the school day, administers required medications, provides health screenings, and maintains a comprehensive health record for each student. All students must be up to date on immunizations. Failure to comply with immunization requirements necessitates exclusion from school. Nursing service is provided based on the number of students enrolled and may vary from year to year. The Health Room is located in room 102.

If your child has a health problem or any physical activity restrictions, please inform the nurse in September. This information will be included in the confidential medical record and will be shared with the school staff based on their need to know.

In the event that the nurse is not present, the principal, or designee will provide first aid.

Medication:

Delegation of Task of Administration of Medication

Neither the Professional Nursing Law nor the Practical Nurse Law permits delegation of nursing functions. When the State Board of Nursing attempted to promulgate a regulation allowing a registered nurse to delegate certain nursing functions, including administration of medications, the proposed regulation was disapproved on the basis that the Board was exceeding its statutory authority. Accordingly, a certified school nurse or other licensed personnel (RN, LPN) cannot lawfully delegate the nursing function of medication administration to the principal, teacher, or administrative personnel.

The CSN must ensure that, for each medication to be administered there is a medication order from a licensed prescriber. A prescription provides instruction to the pharmacist for dispensing the medication, while a medication order provides instruction to the nurse for administration of the medication. Medication orders are required for both prescription as well as over-the-counter medications and herbal remedies. Regulations promulgated pursuant to the Professional Nursing Law permit a licensed RN to –administer a drug ordered for a patient in the dosage and manner prescribed. 49 Pa Code 21.14(a). An LPN administers medications and carries out the therapeutic treatment ordered for the patient. 49 Pa Code §21.145 (b). (See Appendix H.) Below you will find the link to the MED-1 Health Form.

<https://hfwa.philasd.org/wp-content/uploads/sites/402/2017/11/Medication-Administration-Form.pdf>

Immunization of Students

All pupils must be completely immunized or exempted before admission to any public, parochial, or private school in Pennsylvania. The Pennsylvania Department of Health, the Philadelphia County Board of Health, and The School District of Philadelphia require this. The reason for requiring immunization is to protect pupils from preventable communicable diseases and their medical and educational complications.

For attendance in all grades children need the following:

- 4 doses of tetanus, diphtheria, and acellular pertussis*
(1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)**

- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

*Usually given as Dtp or DTaP or if medically advisable, DT or Td

** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose

*** Usually given as MMR

On the first day of school, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

GIRARD CODE OF CONDUCT

Girard is a Relationships First. We never use violence to settle our differences. We try to talk it out, walk away, or enlist the support of an adult. We are a member of a community and we take responsibility for everyone.

We are a “No Place for Hate” school and a place where making good choices is both encouraged and rewarded. Teachers use “Class DOJO” as a school-wide climate point system. Students are expected to “Be Compassionate, Be Accountable, Be Respectful, and Engaged.” Classroom and school-wide norms generated by staff, students, and families define what actions must occur in order for meaningful learning to take place at Girard.

We have implemented a Positive Behavior Support Program called “CARE”

- Points are given to children who CARE
- Points can be given in the classroom, hallway, recess yard, lunchroom, prep class, etc. by the classroom teacher or any other staff member in the building
- Every staff member will have access to Dojo to give points at all times
- Every student has a chance to EARN points. Once earned, points may not be taken away as a punishment
- Students collect points to redeem at the school-store.

Our school also models Second Step and Restorative Practices.

- The Second Step Social-Emotional Learning (SEL) Program gives students the tools to excel in and out of the classroom. Our easy-to-teach program garners outstanding reviews from educators who've noticed schoolwide improvement and see even the most challenging students make progress in emotion management, situational awareness, and academic achievement.
- The Second Step Suite and restorative practices in schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies.

Consequences

- **Discipline Referral Forms** – Referral forms will be sent home for signature when a student is in violation of the School District of Philadelphia Code of Conduct. Once a student has acquired three referrals, they will be referred to Mr. McCalla.
- **Suspensions** – In- School and Out-of-School suspensions, for violations of the student code of conduct, require reinstatements. A reinstatement will occur between the caregiver, student, and Climate Manager and/or Assistant Principal.

Girard Cell Phone/Electronic Devices Policy

It is the policy of the School District of Philadelphia that students are not to have cell phones or other electronic devices in school.

It is the expectation of Stephen Girard administration that students and parents adhere to the School District’s cell phone policy. If a student brings a cell phone, smart phone, or electronic device to school, they do so at their own risk. Stephen Girard Elementary School will take no responsibility for lost, stolen or damaged cell phones or any other electronic device. Should a student bring: a smart phone, cell phone, or any device that can take photographs; record, play, or edit audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the internet, it must be powered off and stored during the school day at all times. Such devices must be kept in your handbag, backpack.

Students who use their cell phone or electronic device inside the school building or on the school premises during the hours of 8:15a.m. and 2:54pm., will be subject to discipline as outlined by the School District of Philadelphia’s Student Code of Conduct. In addition, students will be subject to the following school procedure:

<p>FIRST OFFENSE: Phone/electronic device will be confiscated by staff member and turned into the office. All devices are locked in the main office. On the first offense, the device can be picked up by the student in the main office after 2:54pm. This policy serves as official notice. The school will notify parents/guardians of confiscated phone/electronic devices via a phone call and/or email.</p>
<p>SECOND OFFENSE: Phone/electronic device will be confiscated by staff member and turned into the office. All devices are locked in the main office. On the second occurrence, phone/electronic devices will be returned ONLY to the caregiver on file. The device will be held in the main office until a parent/guardian who is listed on the student’s record is able to report to the school.</p>
<p>THIRD OFFENSE: Phone/electronic device will be confiscated by staff member and turned into the office. Phone/electronic device will be returned ONLY to the caregiver on file after a meeting with the Climate Manager. The student will be placed on a behavioral contract and required to leave their phone at home.</p>

ANY STUDENT WHO IS USING THEIR CELL PHONE/ELECTRONIC DEVICE AND REFUSES TO RELINQUISH IT TO A STAFF MEMBER OR TEACHER WILL BE SUBJECT TO FURTHER DISCIPLINARY ACTION IN ACCORDANCE WITH THE SCHOOL DISTRICT OF PHILADELPHIA’S STUDENT CODE OF CONDUCT.

WEAPONS POLICY- Act 126

No weapons of any type are permitted on school grounds or on the bus. This rule includes all types of firearms, explosives, knives (including penknives), martial arts equipment, and any other item that could be classified as a weapon, including any toy replicas. Furthermore, no object may be used to intimidate, harm, or threaten other students. Students who violate this rule will be subject to disciplinary action and police arrest.

BULLYING/CYBERBULLYING

Bullying can be exhibited by an intentional physical, psychological, verbal, nonverbal, written, or electronic act or series of acts directed at another student or students which occurs in and/or outside the school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- ✓ Substantial interference with a student's education
- ✓ Creation of a threatening and hostile learning environment
- ✓ Substantial disruption of the orderly operation of school.

Bullying is characterized by the following three (3) criteria:

- ✓ It is intentional or deliberate aggressive behavior or harm doing, and
- ✓ It is carried out repeatedly over time, and
- ✓ It occurs within an interpersonal relationship where there is an imbalance of power

Bullying should always be reported to an adult. All allegations of bullying will be investigated and acted upon.

We fully support, uphold, and endorse The School District of Philadelphia's Code of Student Conduct and utilize the approved corrective actions. The Code of Conduct can be found on [here](#).

SCHOOL DAY INFORMATION

Bell Schedule

Grades K-4

8:05 AM Start Time for Teachers

8:15 AM Start Time for Pupils

2:45 PM Dismissal Begins

2:54 PM Dismissal Ends

Kindergarten Instructional Schedule

8:20-8:50	Community Meeting, Breakfast
8:50 - 10:25	Math Block
10:25 - 11:05	Additional SS/Sci
11:05 - 11:50	LUNCH
11:35 - 12:35	Foundational Skills Block
12:35 - 1:20	Specialist

1:20 - 1:25	Snack
1:25 - 2:40	ELA
2:45 - 2:54	Dismissal

First Grade Instructional Schedule

8:20-8:50	Community Meeting, Breakfast
8:50 - 10:25	Math Block
10:25 - 11:50	ELA Block
11:50 - 12:25	LUNCH
12:25 - 1:20	ELA Block
1:20 - 2:05	Specialist
2:05 - 2:45	Additional SS/Sci
2:45 - 2:54	Dismissal

Second Grade Instructional Schedule

8:20-8:50	Community Meeting, Breakfast
8:50 - 11:05	ELA Block
11:05 - 11:50	Additional SS/Sci
11:50 - 12:25	LUNCH
12:25 - 2:00	MATH Block
2:00 - 2:45	Specialist
2:45 - 2:54	Dismissal

Third Grade Instructional Schedule

8:20-8:50	Community Meeting, Breakfast
8:50 - 9:35	ELA Block
9:35 - 10:20	Specialist
10:20 - 11:50	ELA Cont
11:50 - 12:35	Additional SS/Sci
12:35 - 1:20	Lunch
1:20 - 2:45	Math Block
2:45 - 2:54	Dismissal

Fourth Grade Instructional Schedule

8:20-8:50	Community Meeting, Breakfast
8:50 - 10:20	ELA Block
10:20 - 11:05	Specialist
11:05 - 11:50	ELA continued
11:50 - 12:35	Additional SS/Sci
12:35 - 1:20	Lunch
1:20 - 2:45	Math Block
2:45-2:54	Dismissal

Lunch Periods

K: 11:05 - 11:50

1-2: 11:50 - 12:35

3-4: 12:35- 1:20

We look forward to a fun and successful school year!
Thank you for all you do to make our school a joyful place of learning.