

THE SCHOOL DISTRICT OF PHILADELPHIA

Edward Gideon

2817 West Glenwood Ave.
Philadelphia, PA 19121

Dr. Tony Watlington, Sr., Superintendent

A COMMUNITY PARTNERSHIP SCHOOL!

Parent/Family and Student Handbook

We are committed to preparing our students for today's realities and tomorrow's challenges.



“It Takes An Entire Village To Raise A Child”

Dr. Shauneille Taylor, *Principal*
Brenee’ M. Waters, *Assistant Principal*

Telephone: 215-400-7340

@EGideonK8 on Twitter and Instagram
“Excellence is Our Standard!”

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

TABLE OF CONTENTS

1. Vision/Mission Statements
2. School Pledge
3. Principal’s Message
4. Core Belief Statements
5. Administrative/Leadership Team/School Support Staff
6. Instructional Teams/Specialist Team
7. Academic Calendar At-A-Glance
8. General Guidelines for Parents and Families
 - Dress Code/Expectations
 - Emergency Contacts
 - Arrival/Dismissal Schedule/Procedures
 - Breakfast Program
 - Cafeteria
 - Playground Rules
 - Attendance Requirements
 - Attendance Expectations
 - Student Absences
 - Unexcused Absences
 - Responses to Non-Attendance (Truancy)
 - School Lateness
 - Delay Schedule
 - Textbooks
 - Homework
 - Interim and Report Card Dates
 - Parent and Teacher Conference Dates
 - Report Cards/Grading
 - Progress Reports

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

TABLE OF CONTENTS (cont.)

- Honor Roll
 - How to Help Your Child’s Progress in School
 - Visitation Guidelines
 - Parent and School Communications
 - Anonymous Communications
 - Parent/Teacher Conference Expectations
 - Community Volunteers
 - Field Trips/Educational Trips
 - Chaperone Guidelines for Educational Trips
 - General Behavior Guidelines
 - Field Trip Bus Safety
 - School Nurse/Medications
 - School Counselor
 - Lost and Found
 - Fire and Tornado Drills
 - Extra Curricular Activities
 - Student Photographs and Work
 - Acceptable Technology Use Policy for Students
 - Student Misuse of Technology
 - Home and School Association
 - School Advisory Council (SAC)
9. School-wide Expectations
- Code of Conduct/District Policy Regarding Behavior
 - Behavioral Expectations and Responsibilities
 - Bullying Policy
 - Bullying, Harassment, and/or Intimidation Notification
 - Bullying Behavior Chart Guidelines
 - School-wide Code of Conduct

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

- School-wide Discipline Code

TABLE OF CONTENTS (cont.)

-
- In School Intervention
 - Discipline for Students with Disabilities
 - Transition Procedures
 - Expulsion Procedures
 - Due Process
 - Student Conference Procedures
 - Parent Conference Procedures
 - Detention
 - Accommodation Room
 - Suspensions – In-School/Out of School
 - School-wide Expectations/Consequences
 - Classroom Expectations/Teacher Role Rewards/Parents’ Role
 - Elementary School Expectations for Behavior 5-5
 - Procedures and Consequences for Unacceptable Behavior
 - Disruptive Behaviors
 - Interventions
 - Glossary of Terms
 - Act 26
 - Policy 102 Multiracial- Multicultural Gender Education
 - Referrals to the Philadelphia Police Department
 - Toys, Candy, Sodas, Markers, money, Electronic Games and Cell Phones
 - School Telephone Usage
 - Selling For Outside Organizations
 - Hand Washing
 - Birthdays
 - Leadership Team Message

VISION STATEMENT

For all children, regardless of race, ethnic background, language, religion, disability, gender or socioeconomic status, to have a great school in the community, close to where they live.

MISSION STATEMENT

At Gideon, we will work collaboratively with the community and stakeholders to provide skills and resources for all students and their families to become lifelong learners, effective leaders, and productive engaged citizens.

GIDEON SCHOOL PLEDGE

“I pledge allegiance to my great school. I will respect my teachers and the rights of fellow students. I will come to school prepared and I will keep my school beautiful and clean. I will always remember to have dignity and pride in my school.”

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

To the Edward Gideon Parents and Families,

It is my privilege to welcome you to a new and productive learning school year at the Edward Gideon Community Partnership School.

We believe that engaging families as true “Partners in Education” helps all students to achieve and provides a quality built-in support system that effectively works to help both students and their teachers meet ambitious school-wide goals.

This welcome packet contains a wealth of information about the daily instructional/non-instructional activities that take place during the school day.

Parents/Families, please take the time to read and carefully review the material in this handbook with your child often throughout the school year.

The leadership team and I are depending on you to work hand-in-hand with parents, students, teachers and other staff members as we continue to provide a quality educational program for your child.

Working together as “partners” will result in your child acquiring the subject knowledge and developing a deeper understanding of the democratic life skills he/she needs to prepare him/her for higher learning and success in life.

GET ACTIVELY INVOLVED TODAY....
JOIN OUR SCHOOL ADVISORY COUNCIL!!!

Sincerely,
Principal Taylor

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

What is a Community School?

“Community Schools” are a nationally recognized way of developing schools by aligning services, supports and programs to address the physical, social, and emotional needs of children.

Community schools:

- Are existing public schools where there is a coordinated plan for strategically aligning programs and services
- Provide improved access and services for families and neighbors that strengthen quality of life, such as: health services, career training, adult education, and academic supports
- Have dedicated coordinators who implement a community plan in partnership with the school’s staff and community
- Adopt priorities and programs that best meet the needs of the community, as determined by the communities themselves – families, educators, and stakeholders

Over the last several months, the Mayor's Office of Education staff have met with more than 500 individuals including youth, parents, teachers, school principals, concerned citizens, public officials and representatives from dozens of community organizations and service providers.

As a result, Edward Gideon School was selected to participate in the First Cohort of Community Schools!



School-Wide Code of Cooperation

School-Wide Belief Statements

We believe that all children have certain rights, responsibilities and opportunities. These include, the daily right to...

- feel socially or emotionally connected
- actively participate in a strong core instructional program that is designed to help all students meet high academic standards
- know how to effectively team with others
- be treated with respect regardless of age, sex, gender, religion or ethnicity
- be protected from all harm in a safe and secure environment
- expand their learning opportunities designed to enrich the learning environment for students and their families

The daily responsibility to...

- wear the school uniform proudly
- attend school regularly and on time
- complete all assignments, even make-up work in a timely manner
- get along well with others
- be understand and accept differences of peers and adults

The daily opportunity to learn student leadership principles within the classroom, school, and community by practicing,

- self-discipline
- self-reliance
- self-confidence
- self-direction
- teamwork
- creativity

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Important School Phone Numbers

Main Office/Secretary	215-400-7360, Press 0
Counselor	215-400-7360, Press 1
Nurse	215-400-7369, Press 2
Food Services	215-400-7360, Press 3
Social Worker	215-400-7360, Press 4
Community School Coordinator	215-400-7360 ext 1110
Fax	215-400-7361

If you have any concerns or questions, Please call and we will help you!

Learning Network – 11

“Collectively ensuring that our students find success as the future leaders of our community, our nation, and ultimately the world.”

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

School Calendar
2022 - 2023

Date	Activity
August 29, 2022	First Day for Grades PreK-12
August 29 - September 2, 2022	Kindergarten Interviews – 3 Hour Early Dismissal (Kindergarten Only)
September 5, 2022	Labor Day-Schools Closed
September 16, 2022	Full Day PD-Schools Closed for Students
September 26, 2022	Rosh Hashanah-Schools Closed
October 5, 2022	Yom Kippur-Schools Closed
October 7, 2022	PD Half Day-3 Hour Early Dismissal
October 10, 2022	Indigenous People Day-Schools Closed
October 12 - 14, 2022	Interim Reports
November 4, 2022	PD Half Day-3 Hour Early Dismissal
November 8, 2022	Election Day-Schools Closed
November 11, 2022	Veterans' Day-Schools Closed
November 21 - 23, 2022	Report Card Conferences-3 Hour Early Dismissal

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

November 24 - 25, 2022	Thanksgiving Holiday-Schools Closed
December 2, 2022	Full Day PD-Schools Closed for Students
December 16, 2022	PD Half Day-3 Hour Early Dismissal
December 21 - 23, 2022	Interim Reports
December 26, 2022	Christmas (Observed)-Schools Closed
December 27 - 30, 2022	Winter Recess-Schools Closed
January 2, 2023	New Year's Day (Observed)-Schools Closed
January 3, 2023	Full Day PD-Schools Closed for Students
January 16, 2023	Dr. Martin Luther King Day-Schools Closed
January 20, 2023	PD Half Day-3 Hour Early Dismissal
February 1 - 3, 2023	Report Card Conferences-3 Hour Early Dismissal
February 17, 2023	PD Half Day-3 Hour Early Dismissal
February 20, 2023	Presidents' Day-Schools Closed
February 27 - March 1, 2023	Interim Reports
March 3, 2023	PD Half Day-3 Hour Early Dismissal
March 17, 2023	PD Half Day-3 Hour Early Dismissal

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

March 29 - 31, 2023	Report Card Conferences-3 Hour Early Dismissal
April 3 - 6, 2023	Spring Recess-Schools Closed
April 7, 2023	Good Friday-Schools Closed
April 14, 2023	PD Half Day-3 Hour Early Dismissal
April 21, 2023	Eid al-Fitr-Schools Closed
May 5, 2023	PD Half Day-3 Hour Early Dismissal
May 8 - 10, 2023	Interim Reports
May 16, 2023	Election Day (Tentative)-Schools Closed for Staff and Students
May 19, 2023	PD Half Day-3 Hour Early Dismissal
May 29, 2023	Memorial Day-Schools Closed
June 9 - 13, 2023	Graduation Window
June 13, 2023	Last Day for Students/ Term 4 Ends
June 14, 2023	Last Day for Staff/ Full Day Professional Development
June 19, 2023	Juneteenth (Observed)-Schools Closed and Administrative Offices Closed

****Dates are subject to change as the School District of Philadelphia Calendar updates.***

GENERAL GUIDELINES FOR PARENTS AND FAMILIES

Dress Code Expectations

Students are expected to follow their school's dress code so that their appearance does not cause a disturbance, distract or interfere with the instructional program, or constitute a health or safety hazard. A student's uniform should fit appropriately. The school principal will determine and communicate the final decision regarding what is considered proper or improper attire. For information regarding a school's dress code, please consult the School District of Philadelphia Dress Code Policy.

The school principal will declare spirit or club days and allow students to wear school spirit shirts, or schedule dress-up days (i.e., when school pictures are scheduled) or allow students to wear other dress code attire such as uniforms or special dress. Nothing in this Code of Student Conduct restricts or bans a student's wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the principal.

Students shall have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school's dress code.

The School District of Philadelphia has a mandatory dress code.

The purpose of the district dress code is to provide an atmosphere that is both conducive to learning and safe for all students. It is the responsibility of parents, staff and students to ensure a proper dress for all students.

Uniform: K-4 Yellow tops and navy blue bottoms. **Middle Years 5-8** – Navy blue tops and khaki bottoms

Students can wear navy sweaters.

Examples of Appropriate Dress

- **Shirt:** Shirts are to be button down and tucked in at all times. Turtlenecks are acceptable in winter. Polo shirts may be worn also.
- **Pants:** Uniform-style, undergarments should not be visible at any time. **Boys should wear belts.**
- **Appropriate Length:** Pants, shorts, and skirts, that measure (front and back) no shorter than three inches above the knee. Skirts, jumpers, and dresses must measure no shorter than three inches above the knee.
- **Shoes:** Students must wear closed toe shoes while on school premises. For safety reasons, *thong flip-flops and sandals. CROCS, slides, slippers, or open toe shoes are not permitted to be worn in school. Sneakers are appropriate footwear for days students have physical education.*
- **Socks:** Socks (or stockings for girls) must cover the ankle and be visible.
- **Outerwear:** Sweaters, sweater vests, sweatshirts, or light jackets without hoods are acceptable in the classroom.
- **Coats:** Heavy coats and jackets may be worn to and from school and/or outdoors.
- **Special:** Spirit shirts may be worn on day(s) determined by the school administrator.
- Only navy blue sweaters may be worn over the uniform shirts.
- On days that your child has gym, he/she may wear navy "sweats".
- **Students are not permitted to wear tee shirts, blue jeans, oversized clothes, hoodies or sweatshirts over their uniforms.**
- **Earrings for girls may not be over the size of a quarter.**

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Students who do not wear their uniform on a regular basis **may not** be permitted to go on trips or selected as a Student of the Month, Assistant Principal for the Day, Gym Leader or be permitted to participate in other positive incentive programs at the school.

Additional questions concerning the dress code should be referred first to the principal or his/her designee.

EMERGENCY CONTACTS

It is very important that we have several phone contacts in case something happens to your child during the school day and we can't reach you. If you normally pick your child up from school at the end of the day and will be late, please call us. All children not picked up on time will be sent to the main office. Any child picked up from the office after dismissal must be signed out at the counter in the main office. Parents who are continually late in picking up their children will be called in for a conference with the principal.

If there are custody issues with your child, please communicate them to the office with proper documentation so that the information can be properly noted.

For your child's safety, he/she will not be released to any adult other than the person(s) listed on his/her blue card. If someone else will be picking up your child prior arrangements must be made with the office and **that person must have picture identification to show.**

ARRIVAL AND DISMISSAL PROCEDURES

School Hours	9:00 AM – 3:39 PM
Student Breakfast Time	8:30 AM – 8:50 AM
Students (not participating in breakfast) report	9:00 AM
Dismissal	3:39 PM

REGULAR BELL SCHEDULE			HALF-DAY BELL SCHEDULE		
PERIOD	TIME	LUNCHES	PERIOD	TIME	LUNCHES
CM	9:00-9:15 AM		1st	9:00 am -9:30 am	
1st	9:15 -10:15 AM		2nd	9:30 am - 10:00 am	
2nd	10:15-11:15 AM		3rd	10:00 am - 10:30 am	
3rd	11:15-12:15 PM	1st Lunch	4rd	10:30 am - 11:00 am	
4th	12:15-1:15 PM	2nd Lunch	5th	11:00 am - 11:30 am	1st Lunch
5th	1:15-2:15 PM		6th	11:30 am - 12 noon	2nd Lunch
6th	2:15 - 3:15 PM		12:15 pm Dismissal		
7th	3:15-3:39 PM				

Lunch/Recess Schedule:

1ST Lunch/Recess	11:15 - 12:00 pm Grades K-4, ES-1, ES-2
2ND Lunch/Recess	12:15 - 1:00 pm - Grades 5-8

Inclement Weather

On days of **inclement weather**, Periods 5 and 6 lunch periods will be as follows:

1ST Lunch/Period 5	11:00 am – 11:30 am
2nd Lunch/Period 4	11:30 pm – 12:00 pm

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Exit Procedures for 2nd Lunch/Period 4:

Grade 5 students will exit through the door located closest to the kitchen

Grade 6 students will exit through the door located on the left under the basketball hoop

Entrance Procedures for 7th and 8th Grade Students:

Students will line up and enter the cafeteria through the double doors located by the elevator.

Early Dismissal Days

Time: Arrival - 9:00 am, Dismissal - 12:15 pm

Arrival and Dismissal Procedures

Arrival Procedures: All students will line up orderly in the schoolyard at their assigned classroom location at the sounding of the 9:00 am bell. Teachers will escort students orderly through the schoolyard entrance doors. Each class will be escorted to their classroom by their classroom teacher. For the safety of all students, entering procedures will be closely adhered to.

Dismissal Procedures: All classes will be escorted and will report to their assigned schoolyard room number by **3:39 pm**. Once the bell rings, their teacher, with the exception of Kindergarten – 3rd grade, will dismiss students. Grades K-3, will dismiss students by connecting them with the adult who has clearance for daily pickup. Parents and older siblings will not be allowed to come to the classroom lines until the bell rings.

After dismissal, no students will be permitted to re-enter the building without an adult escort.

Pre-K will enter and exit through STAIRWELL B.	Kindergarten will enter through STAIRWELL D and exit through the main entrance for parent/guardian pick-up.
1st grade will enter and exit through STAIRWELL D <i>after</i> Kindergarten is fully inside (in the main hallway).	2nd grade will enter and exit through STAIRWELL D.
3rd grade will enter using STAIRWELL C and exit through STAIRWELL D.	4th grade will enter and exit through STAIRWELL C.
5th grade will enter and exit through STAIRWELL D.	6th grade will enter and exit through STAIRWELL D.
7th grade will enter and exit through STAIRWELL A.	8th grade will enter and exit through STAIRWELL A.
ES K-2 will enter and exit through the main entrance.	ES 3-5 will enter and exit through the main entrance.

Students Not Picked Up ON TIME

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

It is extremely important that your child be picked up on time. Any child remaining after 3:39 pm will be brought to the office and calls will be made to contact you or the emergency designee. If contact is unsuccessful and all of the school resources have been exhausted the **School District Police and Philadelphia Police Department** will be contacted.

An official log will be kept of students brought to the main office and you will be contacted to meet with the principal and local authorities to discuss the School District's Policy on procedures for ensuring student success after hours.

INCLEMENT WEATHER

In the event of rain, snow or extremely cold weather conditions, students will be admitted to the building upon arrival at 9:00 a.m. Students are to report directly to the auditorium through the breakfast room doors.

Parents can drop his/her student(s) at the breakfast room doors. Students are only allowed in the auditorium.

Arrival Procedures

Students will enter the auditorium doors accessible through the schoolyard. Students will not be permitted to enter the school using the main entrance doors.

All students K-8 will sit at their assigned room locations and wait to be picked up by their classroom teacher.

Students are to be picked up no later than 9:00 am and can be taken to their classroom immediately upon arrival of their teacher. There will not be a special dismissal of classes to their rooms unless communicated.

Dismissal Procedures

All classes will be escorted and will report to their assigned schoolyard room number by **3:39 pm**. Once the bell rings, their teacher, with the exception of Kindergarten – 3rd grade, will dismiss students. Grades K-3, will dismiss students by connecting them with the adult who has clearance for daily pickup.

Parents and older siblings will not be allowed to come to the classroom lines until the bell rings.

No students will be permitted back in the building without an adult escort.

Pre-K will enter the building through STAIRWELL B and students will be escorted to class by the teacher using STAIRWELL B to access the second floor.	Kindergarten will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The Teacher will pick students up inside of the auditorium and will be escorted to class through the first floor.
1st grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). Teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL D to access the second floor.	2nd grade will enter through STAIRWELL C-1 auditorium door (entry from school yard). The teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL D to access the second floor.
3rd grade will enter through the stairwell C-1 auditorium door (entry from school yard). The teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL C to access the second floor.	4th grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL B to access the second floor.
5th grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The teacher will	6th grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The teacher will

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

pick students up inside of the auditorium and will be escorted to class using STAIRWELL D to access the third floor	pick students up inside of the auditorium and will be escorted to class using STAIRWELL D to access the second floor.
7th grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL B to access the third floor.	8th grade will enter through the STAIRWELL C-1 auditorium door (entry from school yard). The teacher will pick students up inside of the auditorium and will be escorted to class using STAIRWELL D to access the third floor.
ES K-2 will enter and exit through the main entrance.	ES 3-5 will enter and exit through the main entrance.

BREAKFAST PROGRAM

We have a breakfast program that your child may attend. Breakfast **begins** at 8:30 am and **ends** at 8:50 am. Please encourage your child(ren) to arrive on time and follow the entrance procedures through the schoolyard. Breakfast will not be distributed after 9:00 am.

Parents/family members can escort their child to the breakfast room. School personnel will monitor students during breakfast.

CAFETERIA

Teachers will escort all classes to the cafeteria. Classes will sit at their assigned tables. Students will receive directions for getting their lunches from the adult responsible for them. All children will be responsible for cleaning their table. While eating in the cafeteria students must use conversational voices. Weather permitting, classes that have cooperated both with behavior and clean up will be allowed to go into the yard for recess.

We are a “Healthy Wellness” school!

We are no longer permitting students to bring sodas or HUGS to school because of the high sugar content and the large number of late students arriving at school each day. Some children have been going to the store before school to buy soda and end up being late for school. Glass bottles, sunflower/pumpkin seeds and candy are also not permitted. Chips and pretzels are permitted only for snacks. We want our children to develop better eating habits and all sodas and candy will be taken and thrown out.

PLAYGROUND RULES

Students are to play safe and enjoy themselves on the playground. To ensure students’ safety, the following are not permitted:

1. Playing in front of the building
2. Playing on top of the playground structures, standing up on or jumping off the sliding boards
3. Throwing of rocks, sticks or other objects
4. Wrestling
5. Baseballs
6. Football (only touch football)
7. Disrespect
8. Inappropriate language or profanity

SCHOOL ATTENDANCE

The District updated the administrative procedures for Attendance and Truancy. The administrative procedures can be found at <https://www.philasd.org/studentrights/programsservices/attendance-truancy/>.

REQUIREMENTS:

In Philadelphia County, school attendance is required for all children aged 6 to 17. “Attend school” means that a child must be enrolled and attend a public school, charter, cyber charter, private or religious-based school, or participate in an approved home schooling program.

School District of Philadelphia Policy:

- 1. At the 3rd illegal/unexcused absence**
 - a. Legal Notice (C-31) is mailed to the parent/guardian or given to the student to take home.
- 2. At the 6th – 10th Illegal/Unexcused Absence**
 - a. MTSS Process begins with **documented interventions** in Schoolnet.
 - b. **IEP is revisited** for Special Education Students to establish goals for attendance.
- 3. At the 10th Illegal Absence (Students are considered chronically truant)**
 - a. **Documentation is reviewed** and the decision is made to refer to DHS/Truancy Court
 - b. **Truancy Referral**

EXPECTATIONS:

Pennsylvania Department of Education regulations state that children are considered school age from the time they are ADMITTED to the public school educational program until graduation from high school or reach the age of 21. During the time a child is of school age, he/she is entitled to attend the public schools in the School District of Philadelphia or a charter school. Students who turn 21 during the school term are entitled to finish out the school year.

Parents/guardians are expected to:

- Ensure that their children between the ages of 6 and 17 are enrolled in school and attend school regularly, on time, and for the entire school day.
- Emphasize the importance of on-time attendance in school; class, and supervised activities-and celebrate good attendance and success.
- Send their child to school every day prepared to participate and learn by providing a good night’s sleep.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make personal appointments for their child outside of the school day or during school breaks as often as possible.
- Ensure that their child receives the periodic student health and dental examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Provide a written excuse for every absence when your child returns to school.
- Provide the school with the current addresses, emergency contacts, home, cell and work telephone numbers, and email addresses at the beginning of each school year and update information whenever there are changes.
- Help develop and implement the individualized plan for their child’s improved attendance when necessary.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

When Can a Child Be Absent?

Sometimes students have to miss school. These “excused absences” include circumstances such as illness or injury, death/funeral-related absence, education-related trips or activities, suspension, and religious holidays. A written note from a parent or guardian must be submitted to the school immediately upon a student’s return on the next school day. Such notice must include a valid telephone number or other means of contact. The notice must state the reason for the absence and the dates the student was out of school. A note from the doctor’s office is acceptable and encouraged.

Any missed work is the responsibility of the student to complete in the assigned time.

Unexcused absences may result in the student being assigned school detention or reported to the Office of Truancy. Habitual absences will result in truancy.

Attendance letters will be sent to parents to alert accumulations of 5 and 10 absences. Additional letters may be sent as needed.

When your child needs to be out of school due to illness or emergency, your child must bring an absence note to school upon his/her return. Otherwise, your child’s absence will be marked as “illegal.” If your child is absent for three days or more due to illness, your child must have a doctor’s note upon his/her return.

Certification of illness/injury/delivery is required if the absence extends for three (3) or more consecutive days.

An “unexcused” or “illegal 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 are not limited to) babysitting, waking up late, or being on vacation with family.

Responses to Non-Attendance (Truancy)

A student who is absent without a valid excuse is considered “truant” from school. A pattern of truancy can lead to a variety of interventions or penalties, depending upon the circumstances. On the school level, truancy can result in school-based interventions (home visits, truancy elimination plans, academic supports, social service referrals, etc.) or truancy court. Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.

According to the Compulsory School Attendance Law, a judge or hearing officer may require students and/or his or her parent/guardian to do any or all of the following:

- Appear at a hearing regarding the student’s truancy.
- Perform reasonable school or community service for a period designated by the hearing officer.
- Complete a parenting education program.
- Obtain counseling or other supportive services, including a re-entry, or other service plan determined appropriate by authorized school officials.
- Pay a fine of up to \$300.
- Pay court costs.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

LATENESS

Students are to arrive at the school no later than **9:00 am**. Students are not permitted inside the school before the entry time unless they are reporting for breakfast at **8:30 am**. The late bell rings at **9:05 am**. Students will be considered late if they are not in the cafeteria by the late bell. A late slip will be given to the student by the front desk greeter to take to class.

Unexcused lateness may result in the student being assigned school detention or reported to the Office of Truancy. Habitual lateness will result in truancy. Lateness letters may be sent to parents to alert lateness accumulations of 5 and 10. Additional letters may be sent as needed.

Excessive absences, legal or illegal, harm your child’s education. Students with more than eight absences and or lateness for the year will be reviewed and reported to an outside agency for needed interventions.

DELAY SCHEDULE

School delays will be announced on the School District of Philadelphia’s website (philasd.org) and other media outlets, as well as local television and radio stations.

TEXTBOOKS

The instructional staff makes sure that each student has a reading and math textbook as well as textbooks for other subjects. Students are responsible for ensuring that all instructional materials are properly maintained and returned upon request. Lost or damaged textbooks will require the parent to pay a full replacement fee.

HOMEWORK

Homework reinforces that which is learned in school. Homework shall be assigned regularly to promote achievement, establish good work habits, and instill self-discipline. Assignments given as homework shall vary in complexity with the maturity and ability of the pupil. Parents have critical roles in making homework a meaningful part of the total instructional program.

The goals of homework are:

- to improve and reinforce basic skills through additional practice,
- to provide review and practice skills learned in class,
- to increase knowledge and understanding of content and concepts introduced in class,
- to prepare for classroom instruction,
- to improve self-discipline and independent work habits,
- to nurture and reinforce good study skills, and
- to enhance home/school communications.

Roles and Expectations

Administrators, counselors, teachers, parents and students have important roles in making homework an effective learning experience. Listed below are roles and expectations of each party.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Administration

The role of the administrator and/or counselor includes the following expectations and activities:

- communicate the philosophy and purpose of the homework to teachers, parents and students
- coordinate homework guidelines with the departments and amongst teachers
- evaluate the consistent implementation of homework guidelines
- assist teachers in identifying effective and efficient methods for using homework to promote learning

Counselors- The role of teacher includes the following expectations and activities:

- Support students in acquiring the attitudes and skills that contribute to effective learning at school and home
- Support students and connect families to resources for academic preparation
- Support students by promoting the purpose of homework and its connection to school, home, and the larger community

Teachers- The role of teacher includes the following expectations and activities:

- provide the kind of direction that will enable students to proceed independently;
- make the purpose of the assignment clear;
- monitor all homework (written and otherwise) in a timely and appropriate way;
- communicate to the students the method of evaluating to be used in homework and its impact on grades;
- use homework only as a learning tool; and
- notify parents if a student's assignments are habitually incomplete or unsatisfactory.

Students- The role of the student includes the following expectations and activities:

- make sure he/she understands the assignment, its purpose, when it is due, and how it should be done.
- be diligent in submitting assignments on time with an effort to turn in work that is neat, accurate and complete
- be responsible for recording assignments in a homework booklet in the elementary grades

Parents- Cooperation and support from parents are critical factors in achieving academic growth targets. Parents can encourage their children by expressing interest in and having a positive attitude toward homework. Parents should:

- provide an environment conducive to study: a quiet, well-lighted place, ample work space, and necessary materials;
- communicate with school personnel should any question arise concerning their children's homework efforts
- provide direction for those children who have not developed the self-discipline required for independent study

Time Guidelines- Outlined below are approximate time guidelines for daily homework assignments:

- Elementary: In kindergarten, homework is not assigned. For grades 1 -3, the average daily homework should be approximately thirty (30) minutes per evening. For grades 4-5, the amount of homework should be approximately forty-five (45) minutes per evening. Homework shall not be assigned over weekends unless it is part of a long-term assignment or is required because of student absence.

Our teachers give homework as a review of what was done in class. Homework is to be completed neatly, signed by a parent, and returned the next school day. Every child is expected to read for at least 15-30 minutes per night. Lower grade students can read with a parent or an older sibling. Please note that teachers will not be grading every assignment, but a check mark will be given to see if your child has completed the work or not.

REPORT CARDS/GRADING

Report cards are distributed four times per school year. The intent of a report card is to provide students and families a progress report summarizing the student's achievement and performance for each grading quarter. All major subject courses are graded numerically.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

GRADE	PERFORMANCE, EFFORT AND BEHAVIOR INDICATOR	PROJECT MARK
A: 90-100	1 – OUTSTANDING	N- NOT STARTED
B: 80-89	2- SATISFACTORY	I – IN PROGRESS
C: 70-79	3- IMPROVEMENT NEEDED	C- COMPLETED
D: 65-69		
E: 60-64		

PROGRESS REPORTS

Written reports of pupil progress are distributed to parents every nine weeks. A mid-progress notice will be sent home to parents any time a student shows any indication of unsatisfactory progress. If such a notice is received, a parent-teacher conference may be planned. Kindergarten and special education teachers also conduct parent-teacher conferences twice a year and issue report cards every nine weeks throughout the year.

HONOR ROLL

The first category will be the Distinguished Honor Roll. To be placed on the Distinguished Honor Roll, a student must earn a 95% or above grade point average with all As (90% or above) in major subjects and must not have more than one B (80%-89%) in his/her minor subjects. To be placed on the Honor Roll, a student must earn a 90% or above grade point average with all grades of A (90% or above) or B (80%-89%) in all major and minor subjects.

HOW TO HELP YOUR CHILD’S PROGRESS IN SCHOOL

In order to ensure the best education possible for your child, the home and school must work closely together. Listed below are a few suggestions on how parents can help at home:

1. Your child needs a good wholesome breakfast before starting a busy school day.
2. Your child needs sufficient rest.
3. Your child needs a place to call his/her own. Try to provide a study area that is free from distracting influences, such as radio, television, or siblings. Be sure not to overload your child’s schedule with activities that do not allow for play.
4. Your child needs home supervision on what television programs to watch. Many television programs are unsuited for young people and only the parent can control the quantity and quality of the programs viewed.
5. Your child will make greater progress in school if you take an active interest in their educational program, work habits and behavior patterns. If there is any phase of your child’s development in question, contact his/her teacher, elementary counselor or principal.
6. Your child needs home supervision on what computer programs and Internet sites to use.

Reading in the Home

Children want to read and learn about the world around them. Good books are an important part of each child’s life. In selecting books for your child, check to see that they are worthwhile and suitable. Also bear in mind the reading level of the book. The books selected should be at or under your child’s reading level so that reading becomes an enriching experience rather than a task.

It is equally important that you enjoy books with your child. Have fun discussing the parts of the story they liked best. Really listen to them when they read to you. Let your child see you reading for enjoyment. It is well known that the children who have good books at home prove to be better readers in school. Encourage your child to select

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

and read good books. Your child may borrow books from the elementary school library, but in addition, they should have some books at home.

Tips for Parents

1. Parents who read stories to children regularly are paving the way for success in reading.
2. The child who grows up in a home in which the parents enjoy reading and spend much of their own free time reading is likely to adopt the family attitude toward reading.
3. Encourage children to look at pictures. Ask leading questions about them, they assist with the story.
4. Discourage pointing at the words and lip reading when the child reads.
5. Reading grades are not only based on oral reading but also on the mastery of the basic skills and comprehension.
6. A fine book makes a fine present.

Parents can help a child learn to read and improve reading ability and interests by:

- Answering your child's questions as fully and meaningfully as possible,
- Talking to your child, telling stories, reporting daily experiences, and encouraging your child to talk to you-the more the better,
- Taking tours to the local stores, museums, factories, plants and other places, and engaging your child in conversation about those places. Read the signs, placards, advertisements, and talk about these things.
- Selecting appropriate television programs,
- Helping your child engage at length in all kinds of verbal activity. It is said "A heavy dose of formal phonetics cannot be substituted for a wholesome diet of verbal food,"
- Attending to any health problems, getting any special examinations that may be recommended (vision, etc.) and following through with treatment when indicated,
- Taking regular visits to the library,
- Showing real pleasure at any indications from the teacher, or from your own, observations, that reading is really improving, and
- Providing a proper diet and seeing to it that the child has plenty of rest.

VISITATION GUIDELINES

Disclaimer: Due to COVID-19, in-person school visits have been temporarily suspended. Families are encouraged to meet with teachers virtually. In the event of an emergency, families may contact the school to schedule an appointment and complete a COVID-19 Pre-Screening Form before entry into the building. The COVID-19 [here](#).

Parents are encouraged to visit the school during the year. The COVID-19 Building Pre-Entry Screening Form can be found [here](#).

1. Conferences/visits are to be made in cooperation with the teachers and/or the principal.
2. According to state law all visitors are required to report to the school office upon entering the building. No weapons are permitted in the school building.
3. Parents and visitors are to enter the building at the front door. Please press the button by the front door to alert office personnel to unlock the door.

School Visits

Parents are welcome to visit our school at any time; however, they are asked to adhere to the following policies when visiting the school:

1. All visitors are required to stop at the school office before going to visit any classroom.
2. Parents who visit schools are asked to remember that the teacher is responsible for an entire class of children and taking time from the teaching day to discuss your child would be unfair to the rest of the class. If you wish to talk to the teacher, you can arrange for a parent-teacher conference by sending a

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

note requesting a meeting or by calling the school. We ask that arrangements be made ahead of time if at all possible.

3. No pupil shall be permitted to bring to school any brother, sister, or friend, unless that person is also enrolled as a pupil.

Telephone Calls

If you must call the school during the day, please call before or after school, except in an emergency. We will not permit a teacher to come to the phone during teaching hours.

Classroom Visitation

Edward Gideon recognizes the need to provide parents/guardians with reasonable access to their child's classroom within parameters that ensure the visitations do not interfere with the educational process. In addition, there may be instances when it is necessary for other approved visitors to visit classrooms. This policy and the attached procedures establish guidelines governing classroom visits.

School buildings are school district property and their use will be limited to purposes authorized by the SRC and the administration. As such, all persons other than regularly assigned pupils and school district employees who enter school buildings shall follow the visitor guidelines and report immediately to the main office.

Any unauthorized person or persons found in school buildings will be directed to the office to register as a visitor or asked to immediately leave the premises, and may be subject to prosecution for trespassing under the provision of the laws of Pennsylvania.

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school.

1. Individuals wishing to visit any school within the district shall make arrangements through the principal's office a minimum of twenty-four (24) hours in advance. The visit shall be limited to only the specified purpose in order to minimize disruptions and to protect the confidentiality of children in the classroom. Visits will be limited to no more than forty-five (45) minutes per semester per child, unless the principal approves alternative arrangements.
2. Upon arrival at the school, approved visitors shall enter their designated entrance and first report to the front desk where they will register and receive a visitor badge prior to traveling to the main office. The badge shall be displayed at all times during the visit. At the conclusion of the visit, the visitor shall sign out at the front desk before leaving the building.
3. Staff members shall be expected to require visitors to display a visitor's pass, confirming they have registered at the school office and received proper authorization.
4. The classroom teacher shall have the right to terminate any classroom visitation if the visitation is affecting normal classroom procedures or causes any disruption to the instruction of the children.
5. Visitors shall refrain from interacting with staff or students or intervening with the instruction unless invited by the principal or teacher to do so.
6. If the classroom teacher terminates the visitation and the visitor is asked to leave, the teacher shall immediately notify the principal's office.
7. Should an emergency require that a student be called to the office to meet a visitor, the principal or designee shall be present during the meeting.
8. Visitors who arrange for a classroom visitation shall be given instructions in written form (or, if the visitor is visually impaired, the instructions will be presented verbally). Visitors shall be required to sign and date a statement verifying they have received, understand, and agree to follow the Classroom Visitation Procedures and Confidentiality Guidelines. Visitors shall not be permitted to visit the classroom until they sign the verification statement.

PARENT/ TEACHER CONFERENCE EXPECTATIONS

Disclaimer: Due to COVID-19, in-person school visits have been temporarily suspended. Families are encouraged to meet with teachers virtually. In the event of an emergency, families may contact the school to schedule an appointment and complete a COVID-19 Pre-Screening Form before entry into the building. The COVID-19 [here](#).

Parents are always welcomed at our school. For the safety and protection of your child, you must stop at the front desk and get a Visitor’s Pass before proceeding to the Main Office. You are welcome to observe your child’s class at any time but if you want to speak with your child’s teacher, an appointment needs to be made ahead of time. This can be done in the main office.

For everyone’s safety visitors are not permitted to walk students to locations around the building without prior notification from the main office.

Sometimes we become very emotional about our children and may not always agree with the actions of a staff member. Children can also upset you when they come home and tell you about an incident that happened at school. Please calmly call or come to the school to get all the facts before coming to a decision about what really happened. Communication with our staff should be done in a respectful manner. Yelling, screaming or profanity threats will not be tolerated. If you are not satisfied with the discussion i.e. you’ve had with a staff member, please call or see the principal or designee to discuss your issues/concerns.

Parents are not to directly address issues with any student other than their own. If a meeting is required to solve a problem with another child, his/her parent MUST be present.

COMMUNITY VOLUNTEERS

The district values the unique contributions made by parent/ guardian and community volunteers to the educational and extracurricular programs of the school district. Accordingly, we encourage the use of parent/guardian and community volunteers, subject to certain requirements and procedures as set forth below.

A volunteer is defined as any individual who performs a service for the school district without compensation, remuneration or other consideration and who otherwise meets the requirements of this policy.

Qualifications

A volunteer must be at least eighteen (18) years of age. A volunteer need not be a parent/ guardian of a student enrolled in the school district.

Volunteer Status

Under no circumstances shall a volunteer be considered an employee or independent contractor of the school district. A volunteer shall not receive wages, salary or other valuable consideration for the performance of his/her services; provided, however, without altering a person’s status as a volunteer, the applicable building principal, in his/her sole discretion, may reimburse costs incurred by volunteers. Holding the position of a volunteer is not a right, but a privilege conferred upon the volunteer by the Board, acting through the building principal of each school within the school district.

A volunteer may not direct or supervise a school-sponsored program, group of students, or an individual student belonging to any such program outside the immediate supervision of a professional staff member.

Volunteers shall follow all applicable administrative procedures established pursuant to this policy and shall follow all other rules, regulations and administrative procedures and guidelines shall not be deemed to expand the responsibility, authority or scope of activity applicable to volunteers under this policy.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Requirements

All volunteers are required to complete a COVID-19 Pre-Screening Form before entry into the building. The COVID-19 [here](#).

Child Abuse Clearances and FBI check. The Child Abuse Clearance form is available in the main office. Accessing the following can do the FBI check website: <http://www.dpw.state.pa.us>

Confidentiality

Each volunteer shall keep strictly confidential all information she may learn. During the course of performing services, about the students enrolled in the school district. Information regarding student classroom performance and/or behavior, and information contained in student records must be shared only with district employees with an educational interest in the information. The Family Educational Rights and Privacy Act (FERPA) regulates information from a student's records.

In conjunction with the administration, each school within the school district shall adopt its own administrative procedures for the recruitment, selection and assignment of volunteers. Each building principal or designee shall assume general authority and responsibility over the volunteers performing services of any kind at or on behalf of the school, including without limitation, the responsibility for implementing the security system utilized by the district, for overseeing the filing of Act 34 Criminal History Reports and Act 151 Clearance Statements.

The building principal in which the volunteer is assigned will dismiss any volunteer who, despite previous warning, violates this policy or any other policy or guideline of the district, or whose presence is considered a danger to the school population.

FIELD TRIPS/ EDUCATIONAL TRIPS

The School Board recognizes that field/educational trips, when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools.

Property planned and executed field trips/educational trips can:

1. Supplement and enrich classroom procedures by providing learning experiences in an environment outside of school.
2. Arouse new interests among students.
3. Help students relate school experiences to the reality of the world outside of school.
4. Bring all resources of the community natural, artistic, industrial, commercial, governmental, and educational within the ambit of a student's learning experience.
5. Afford students the opportunity to study real things and real processes in their actual environment.
6. For purposes of this policy, **a field trip/educational trip** shall be defined as any journey by pupils away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.
7. The principal shall approve all field trips/ educational trips for Grades K to 8. SRC approval is required for overnight trips.
8. School buses ordinarily will be used for transportation. Commercial carriers may be used for certain trips. The use of private vehicles by staff members for transporting small groups of students may be authorized, provided the driver has required liability insurance. Transportation by students and parents will not be permitted.
9. Students on field trips remain under the supervision and responsibility of the School Reform Commission (SRC) and are subject to its rules and regulations.
10. The SRC does not allow any staff members to take student(s) on any field/educational trip without approval of the principal. The principal does not endorse, support or assume responsibility in any way

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

for any staff member of this district who takes students on trips not approved by the SRC or superintendent.

11. Each grade in each school in grades K through 5 should have at least (1) regular field/educational trip annually, which includes all eligible students in that grade.
12. The principal shall prepare procedures for the operation of a field trip/educational trip which shall insure that:
 - a. The safety and well-being of students shall be protected at all times; with first aid kits required on all field/educational trips;
 - b. Parental permission is sought and obtained before any student may be removed from a school for a field trip/educational trip;
 - c. The principal approves the purpose, itinerary, and duration of each proposed trip; and the principal is responsible to notify parents of parental responsibility for transportation when the approved carrier cannot meet school transportation timelines.
 - d. Teachers, with the approval of the principal, are allowed a considerable degree of flexibility and innovation in planning field trips/educational trips.

Field Trips/Educational Trips

The following will control all field trips/ educational trips, which are between 9:00 a.m. to 2:15 p.m., before and beyond the school day, and out of state.

1. All students must have parent permission forms completed and signed.
2. Field trips/educational trips for Grades K to 8 must be planned in accordance with established guidelines.
3. ***If a teacher is unable to contact a parent within 24 hours via phone or letter to request and or remind the parent to submit a signed trip permission slip, the student will be excluded from the trip.***

CHAPERONE GUIDELINES FOR EDUCATIONAL TRIPS

When you volunteer to serve as a chaperone on your child's field trip, you are helping to extend the regular curriculum beyond the classroom and the school. Your role as a chaperone is an important one and requires that you accept certain responsibilities. The purpose of following Chaperone Guidelines is to provide you with an overview of expectations for chaperones and students. Should you require any additional information, or have any other questions or concerns, please feel free to contact your child's teacher or the building principal.

1. **Parents/Chaperones should arrive 15 minutes prior to departure for a field trip.**
2. Chaperones will be assigned to a small group of students. Please be sure that you know the names of all the children in your group. The teacher will supply name tags or a list of students' names.
3. **It is the responsibility of the chaperone to keep track of their group for the entire duration of the field trip. At no time should students be left unsupervised. Keep children within your sight at all times.**
4. Watch children carefully; always think of the children's safety first. Be alert to potential dangers.
5. **Adults, both chaperones and school staff members, should address the needs of all students, not just those in your assigned group. If you see that a child needs help or is not following the rules, please do what you can to remedy the situation.**
6. Inform the teacher immediately if a child refuses to follow your directions.
7. **While riding on the bus, chaperones are responsible for their group. Please sit with your assigned group, both to and from the trip destination. If driving your own vehicle, you should know how to get to the trip destination or must be able to follow the bus.**
8. Chaperones must remember that the purpose of the trip is to supplement the curriculum. Students should be kept on task at all times.
9. **Pay careful attention to your group's schedule. Look for any specific activity times and arrive promptly in order to participate in the lesson. Groups must not leave the designated trip location.**

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

10. Chaperones should pace their group carefully during the trip experience. Be sure to spend time at each exhibit or station, making an attempt to learn as much information as possible. The children may be excited or overly anxious at times. Try to keep them focused on everything there is to see and do.
11. **Chaperones are not permitted to purchase extra snacks or souvenirs for any children.**
12. Chaperones should devote all of their attention to the students assigned to them. Therefore, other family members, especially young children are prohibited from participating in the trip.
13. **School district personnel may administer medications, including cough drops, only.**
14. District policy prohibits smoking at any time during school trips.
15. **Chaperones are responsible for their own lunch and beverage on trips.**
16. Report all disciplinary concerns or accidents directly to classroom teachers. Be prepared to state what happened.
17. **Do not release students to anyone other than their teacher or designated school personnel.**

Behavior Guidelines

While on a field trip, students are expected to:

- Practice good manners at all times.
- Keep their hands and feet to themselves.
- Respect others.
- Use self control at all times.
- Remain with the group leader at all times.
- Stop and Think before speaking or acting.

Field Trip Safety

Please enforce the following bus rules:

- All passengers, children and adults, must remain seated at all times.
- Children may not switch seats.
- No food or drink is permitted on the bus.
- Children must use quiet voices on the bus.
- If the windows are open, children must keep their hands, arms and all objects inside the bus.

SCHOOL NURSE/ MEDICATIONS

A registered nurse is available in our school five days a week. She handles all emergencies that require first aid and dispenses medication. If any medications are required to be given out during the school day, please make sure you see the nurse. **NO Medications are allowed to be in students' possession during the day.** A Medication Release Form must be completed by a physician and be on file in the school office. In the case of a non-prescription drug, the medication must be supplied as well as a Non-prescription Drug Permission Form signed by the parents. Students must have a pass to go to the nurse's office.

The nurse also does health screenings and monitors immunizations. Her duties do not include treatments for general illnesses known by you prior to your child coming to school. The nurse is also available to assist you in seeking referral and making appointments with doctors. **On the days the nurse is not present, a designee trained by the nurse will administer medications.** *In case of an emergency the nurse/designee will call 911 in conjunction with contacting the parent/guardian.*

SCHOOL COUNSELOR

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

The counselor is available in the building each school day. Counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. The schedule for the counselor will be posted and student requests to meet with the counselor will be coordinated via the teacher.

LOST AND FOUND

Students may claim lost articles in the nurse's station. Weekly, during Community Gathering students will have the opportunity to claim their belongings. Please mark clothing and school supplies. Unclaimed items will be donated to the local Goodwill/Salvation Army at the end of the current school year.

FIRE & TORNADO DRILLS

For fire, tornado and safety drills, students will be directed to move into designated areas quickly and quietly. For tornado drills, students will sit facing the wall, head lowered toward knees and hands over head in the annex hallway. Drills will be regularly practiced as required by the State Fire Marshal.

EXTRACURRICULAR ACTIVITIES

Any student involved in extracurricular activities may not participate if they violate three infractions from the student code of conduct.

STUDENT PHOTOGRAPHS AND WORK

District uses student work for such things as the district website, community events, building presentations, etc. There are also times when student photographs appear in the district newsletter and community newspapers. If you do not want your child's work or photographs used by the District, you must notify us in writing by September.

TECHNOLOGY USE POLICY FOR STUDENTS

Acceptable use of technology

The District provides students with a variety of technology (computer, camera, TV, VCR, DVD, calculator, different formats of software, etc.) to use for educational purposes. Computers and use of the district network or on-line services network are to support learning and to enhance instruction, as well as assist in the administration of the district. Computer networks allow people to interact with hundreds of thousands of networks. Use of the computing facilities and the Internet is a privilege not a right. This privilege can and will be revoked for misuse as stated in the penalties section.

Goals of the electronic network are:

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

- To support district curriculum
- To enhance learning opportunities by focusing on information retrieval, searching strategies, research skills, and critical thinking
- To promote life-long learning

Through the Internet, students, teachers, and staff will be able to access:

- Current information on topics such as countries of the world, elections, and the weather
- News from sources such as CBS, ABC, CNN, and the New York Times
- Resources from businesses such as Dow Jones, Nations, First Union banks, and Microsoft
- Government agencies including the Smithsonian, The Center for Disease Control, and NASA
- Research institutions and associations such as the World Health Organization, National Council of
- Teachers of English
- A variety of other sources such as the Louvre, the Discovery Channel, Stanford University Test
- Preparation site and the White House.
- Telecommunications with individuals and groups around the world by having electronic pen pals participating in projects with other schools

Misuse of technology

Violations of any of the above guidelines and procedures may result in any or all of the following sanctions:

- Notifications of parents or guardians
- Loss of access
- Additional disciplinary action may be determined at the building level in line with the student code of conduct
- When applicable, law enforcement agencies will be involved

HOME AND SCHOOL ASSOCIATION

WE NEED YOU AND YOUR SUPPORT...NOW!

Gideon School staff members are reaching out to parents and the community to help us strengthen our students' learning at the school. Your active involvement means more than field trips and fundraising events. It's about your child's progress, homework, attitudes and the effective two-way communication links with the home and school.

We are taking steps to reactivate the Home and School membership and you will be hearing from us soon!

SCHOOL ADVISORY COUNCIL

The School Advisory Council is an advisory committee made up of people, parents and community members, who partner with the school. It is a strategy for getting active participation in the school that benefits everyone.

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

The role of the council is to help mobilize the forces and resources for change in the school by developing the skills of parents, teachers, students, and administrators as leaders in “group problem-solving” to improve student achievement and school operations. There will be more information to follow.

BULLYING, HARASSMENT, AND/OR INTIMIDATION NOTIFICATION

Edward Gideon is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. The District has updated Policy 249-Bullying /Cyberbullying. The full policy and its accompanying administrative procedures can be found [here](#).

Below is a summary of or Bullying Policy:

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a peer relationship,

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyber bullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Bullying Behavior Chart Guidelines

Level	Physical Harm to another’s body or property		Emotional Harm to another’s self- esteem		Social Harm to another’s group acceptance		Appropriate Consequences
	Verbal	Non-Verbal	Verbal	Non-Verbal	Verbal	Non-Verbal	Response(s)
Level 1	Taunting Expressing physical superiority	Making threatening gestures Defacing property Pushing/shoving Taking small items from others Graffiti	Insulting Remarks Calling names Teasing about possessions	Giving dirty looks Holding nose or other insulting gestures Saying someone has germs or is unclean	Gossiping/mockin g Starting/spreading rumors Teasing publicly about clothes, looks, etc. Excluding from group, i.e. seat in lunch, place in line, etc.	Passively not including in group Playing mean tricks i.e. hiding food in the cafeteria. Hiding books, etc/	Adult redirection Leadership Team conference with parent Principal designee referral Parent mediation Parent contact After school detention

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

		Slamming knocking books					Repeat Level 1 misconduct can receive Level II & III consequences
Level 2	Threatening physical harm Blaming victim	Damaging property Stealing Initiating fights Tripping or causing a fall Assaulting	Insulting family Harassing with phone calls Insulting intelligence, athletic ability, etc.	Defacing school work Defacing personal property, clothing, etc.	Insulting race, gender Increasing gossip/rumors Undermine other relationships	Making someone look foolish	Any Level 1 consequence After school detention Parent conference problem solving Participation in group Police contact
Level 3	Making repeated and/ or graphic threats Practicing extortion Making threats to secure silence, i.e. "if you tell, I will..."	Destroying property Physical cruelty Physical assault Assaulting w/ a weapon	Frightening with phone calls Challenging in public	Ostracizing personal property or clothing		Arranging public humiliation, i.e. distributing hurtful	Any Level II consequence Parent contact Police referral

School-Wide Code of Conduct

Starting September 2012', Philadelphia's Public Schools will have to abide by a new code of conduct.

Students cannot be suspended for infractions such as using profane/language or failing to follow a dress code. Infractions classified as crimes will be reported to city police, as required by law. Serious charges will require serious penalties under the code. A student who possesses a weapon will face a disciplinary school assignment or referral for expulsion.

Principals will have a menu of choices:

- Detention Before or After School
- Out-of-School Suspension
- Disciplinary school assignment
- Behavioral Contracts
- Expulsion

School-Wide Discipline Code

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

We want safe schools in which students demonstrate tolerance, respect, and self-discipline...and learn to enjoy learning.

At the Gideon School we believe in educating the whole child. There are no excuses for behavior that harms or disrupts, and we use a range of in-school interventions to handle violations of low-level offenses.

Every parent and member of the staff wants each child to learn as much as possible in a safe positive environment and our focus is on in-school intervention. We offer positive behavioral support as well as peer mediation. The school strongly believes that discipline means teaching children how to handle their emotions and how to behave properly. Parental support is important to helping our students become productive members of society. **Students at all times, will be expected to adhere to all the school and classroom rules especially that of no fighting, name calling, bullying and treating all members of the school community with respect.**

Suspensions will be given for extreme or repeated violations of the new Student Code of Conduct. They will require a parental conference with Ms. Taylor, the Principal or designee.

SCHOOL-WIDE EXPECTATIONS

Gideon is a School-Wide Positive Behavior Interventions and Support (SWPBIS) school. We are committed to creating and maintaining a positive, safe environment for all scholars. It is extremely important that every student at the Edward Gideon School is given the opportunity to receive quality education. To ensure this, our school must have school-wide expectations to promote positive behavior, by looking at each behavior problem not just the student's problem, but also as a problem of the school/classroom environment. These expectations along with individual classroom rules will help redirect students who display inappropriate behavior. It is the responsibility of the entire Gideon School staff and community to support the following expectations for students:

Be Responsible ♦ Be Respectful ♦ Be a Peaceful Problem Solver

SCHOOL-WIDE "NORMS" FOR STUDENTS

"Respect each Other; Respect the School"

1. I will follow school procedures at all times.
2. I will follow directions the first time given.
3. I will be prepared and in class on time.
4. I will solve my problems peacefully.
5. I will show respect with a positive attitude, kind words and actions, and careful use of school property.

School-wide "Rewards" for Students

1. Praise (daily)
2. Positive notes home (random)
3. Whole-class radio recognition during morning announcements
4. The joy of learning (each day of the school year)

***THIS PAGE IS
INTENTIONALLY LEFT
BLANK***

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

GIDEON EXPECTATION MATRIX									
	Classroom	Hallway	Bathroom	Cafeteria	Assembly	Library	Recess	Main Office	Morning & Dismissal Procedure
Be Respectful	<ul style="list-style-type: none"> Follow directions the first time given Raise your hand to speak Use kind words and actions Greet others with a smile Stay in your seat 	<ul style="list-style-type: none"> Use Level (0) Voice Walk at all times Hands at sides Greet others with a smile Use kind words and actions 	<ul style="list-style-type: none"> Use Level (0) Voice Knock on stall doors Use kind words and actions 	<ul style="list-style-type: none"> Follow directions the first time given Use Level (2) Voice Use kind words and actions Wait to be dismissed 	<ul style="list-style-type: none"> Follow directions the first time given Listen to the speaker Use kind words and actions All eyes on speaker or presenter(s) Use a Level (0) Voice 	<ul style="list-style-type: none"> Use Level (0) Voice Follow directions the first time given Choose books and read them alone Use the keyboard, mouse, and headphones gently 	<ul style="list-style-type: none"> Follow directions the first time given Line up right away when given the signal Use kinds words and actions 	<ul style="list-style-type: none"> Use Level (1) Voice Walk at all times Wait for an adult to help you Use kinds words and actions 	<ul style="list-style-type: none"> Follow directions the first time given Morning – Line up right away when the bell rings Afternoon – Line up with teachers and wait for your teacher to dismiss you Use kinds words and actions Use Level (0) Voices
Be Responsible	<ul style="list-style-type: none"> Bring all supplies to class Wear the school uniform Keep classwork/ homework neat and organized Keep desk and floor clean 	<ul style="list-style-type: none"> Always have a hall pass Pick up and throw away trash Walk to the right 	<ul style="list-style-type: none"> Clean up after yourself Use the bathroom and return to class quickly Wash hands Give others privacy Keep walls graffiti free 	<ul style="list-style-type: none"> Sit at your room's table Pick up and throw away trash Wipe up spills and crumbs Put food that you do not want on the share table 	<ul style="list-style-type: none"> Sit at your room's table Sit quietly with feet on the floor Only bring food when allowed Clean up after yourself 	<ul style="list-style-type: none"> Sit quietly at a table or designated area Return all books to the place you got them Collect all of your belongings 	<ul style="list-style-type: none"> Line up at your room number Return equipment at the sound of the bell Pick up and throw away trash 	<ul style="list-style-type: none"> Stay on the front side of the counter Deliver message or meet with needed adult 	<ul style="list-style-type: none"> Line up at your room number Make sure you have all of your belongings
Be a Peaceful Problem Solver	<ul style="list-style-type: none"> Listen while others are talking Help classmates if able to Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Share all materials Tell an adult if you have a problem or need help. Focus on you Solve problems by using kind 	<ul style="list-style-type: none"> Share all recess equipment Tell an adult if you have a problem or need help Tell an adult if someone is hurt Focus on you 	<ul style="list-style-type: none"> Listen while others are talking Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions 	<ul style="list-style-type: none"> Walk quietly in line to enter and exit the building Stay with your class and teacher Tell an adult if you have a problem or need help Focus on you Solve problems by using kind words and actions

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

	<ul style="list-style-type: none"> Tell an adult if you have a problem or need help Focus on you 		kind words and actions			words and actions	<ul style="list-style-type: none"> Solve problems by using kind words and actions 		
--	--	--	------------------------	--	--	-------------------	--	--	--

SCHOOL-WIDE CONSEQUENCES

	Consequence 1	Consequence 2	Consequence 3
Disruptive Behavior (in-school)	Parent Conference	Detention	Suspension
Hallways Running, shouting, bumping, banging on Walls or loitering Cafeteria Running, shouting, throwing food, not throwing away trash, cutting in line, etc. Before and After-school on school grounds Disrupting clubs and building after 3:09 without a pass Classroom Any behavior or action that prevents instruction from taking place	Parent Conference	After or Before School Detention	Suspension
Public Displays of Affection	Parent Conference along with following the guidelines of the Student Code of Conduct		
Electronic Devices Students possess an electronic device such as a cell phone, portable game, music player, etc.)	Confiscate the device and return to the parent at the end of the school day. After or Before School Detention	Confiscate the device and return to parent in June	Confiscate the device and an administrative conference with parent AND Administrative detention
Misuse of Technology	Parent Conference	Suspended for 10 days from technology use	
Falsifying Documents/ Forgery Signing someone else's name; writing parent notes	Loss of Privilege (Participation) AND Parent Conference	After or Before School Detention	Administrative Detention
Fighting Willfully engaging in physical scuffles and confrontations.	Parent Conference along with following the guidelines of the Student Code of Conduct		Suspension with Discipline Referral
False Fire Alarm Pulling the fire alarm without legitimate cause.	Suspension		Fine for damages or fire department costs AND recommendation for expulsion
Gum Chewing Students are not allowed to chew gum in school at any time.	Consequences set forth by the teacher.		
Inappropriate Language/Gestures Use of profane, offensive or insulting language.	Parent Conference	After or Before School Detention	Parent Shadowing
Inciting/Participation in a Disturbance	Parent Conference	After or Before School Detention	Suspension
Physical Attack on a Student	Guidelines set forth by the Student Code of Conduct	Discipline Referral	Discipline Referral
Physical Attack on a Staff Member	Parent Conference with Discipline Referral	Discipline Referral	Discipline Referral
Insubordination Refusing to obey directions to any staff member or refusing to identify oneself.	Parent Conference	After or Before School Detention	Parent Shadowing OR Suspension
Intimidation/Bullying Threatening anyone in any way, thus denying him or her the right to feel safe.	Guidelines set forth by the Student Code of Conduct		
Leaving School Grounds Leaving school grounds without parent	Parent Conference with Suspension	Parent Shadowing w/ Suspension	Outside Referral with SDP Partner
Vandalism, Including Destruction of Public Property Graffiti/Tagging	Replacement/Repair of School Property AND Parent Conference	After or Before School Detention	Police referral AND 10 Day Suspension with Recommendation for Expulsion AND Restitution
Verbal Abuse and/or Threat Willfully intimidating, insulting or in any other manner abusing verbally a member of the staff and/or another student. E.g. life threatening occurrences	Guidelines set forth by the Student Code of Conduct		

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Chronic Lateness to School Students should be in school by 9:00 am	Letter of Notification	After or Before School Detention	Report to Truancy
Possession of a knife or Other Weapons	Guidelines set forth by the Student Code of Conduct		

- Behavior offenses may result in students losing the privilege to participate in field trips, extracurricular activities, and special school events including end-of-year trips, dances and events.
- For any student who poses a serious disruptive threat or who has been reported to the principal for repeated infractions, the principal may initiate proceedings to exceed the maximum penalties listed here, or may seek an alternative placement for a student which is more appropriate to the individual's educational and social needs.
- Based on the severity of the infraction it may be referred to the Philadelphia Police in conjunction with the Office of School Safety.

SCHOOL-WIDE CONSEQUENCES FOR STUDENTS (GLOSSARY)

- Parent contact: An administrator contacts parent/guardian by phone, email or in person in order to address the incident and School District of Philadelphia Code of Conduct.
- Administrative detention: Student must serve detention under the supervision of an administrator or administrative designee *outside of school hours* for no less than one hour.
- Administrative detention with counseling: Student must serve detention under the supervision of an administrator *outside of school hours* for no less than one hour and must attend a follow-up counseling session that will address areas of concern.
- Suspension: Students will be excluded from school and school activities for at least one full day. Student may not enter School District of Philadelphia property during suspension.
- Parent shadowing: Parent/guardian must accompany student to school and follow student throughout a full academic day.
- Adult escort: Students will move between classes only while accompanied by an adult.
- Community service: Student will be assigned and supervised in an appropriate school related community service activity. The community service activity should address targeted behavioral concerns.
- Counseling referral: Student will be required to meet with counseling staff in order to address area of concern.
- School District of Philadelphia referral follow-up according to policy.
- Police notification: Police will be notified of student action for documentation
- Restitution of property: replacing or paying for damaged or stolen property
- Expulsion: Exclusion from all schools for a time to be determined by the Office of School Safety

PLEASE READ!
ACT 26

The Pennsylvania General Assembly has enacted legislation (Act 26) which requires all public schools to take a mandatory course of action in dealing with students who are found to be in the possession of weapons.

The law defines a weapon to include, but not limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, and or other tool or implement capable of inflicting serious bodily injury.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

There is no requirement that the student use or try to use the weapon, and possession for self-protection is not a defense.

Please review the importance of good behavior with your child on a regular basis. School is for learning! Encourage your child to report anything that looks/sounds suspicious to an adult immediately. Safety is everyone's responsibility.

POLICY 102- MULTIRACIAL-MULTICULTURAL-GENDER EDUCATION

Policy Statement:

The policy of the School District is to foster knowledge about and respect for those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known) and gender identities (perceived or known).

REFERRALS TO THE PHILADELPHIA POLICE DEPARTMENT

Some of the Code of Student Conduct, listed here on the School District's website, are classified as crimes by the city and State. Crimes must be reported to the Philadelphia Police Department by law. (You can view the Memorandum of Understanding by visiting the Districts website at (<http://philasd.org>))

MISCELLANEOUS

As these items cause distractions in school and are unnecessary to have in the classroom, we ask that you have your child keep these items at home. If these items are taken from your child in school, they will be returned to a parent.

Cell Phones

Students are not permitted to bring electronic devices to school such as (but not limited to) radios, video games, MP3 players, iPods and compact disc players. Violations of cell phone usage will result in:

1st offense, the cell phone will be taken to the office and returned to the **parent at the end of the school day.**

2nd offense, the cell phone is taken and not returned until June **AND** students will receive a before or after school detention.

3rd and successive offenses will be referred to an administrative conference with parent **AND** Administrative detention

The School District of Philadelphia Student Code of Conduct prohibits CELL PHONES being used or visible in school. First infraction, the phone is taken from the child and returned to the parent. Second infraction, the cell phone is taken and NOT RETURNED until June.

Selling for Outside Organizations

Selling for outside organizations during school hours is prohibited.

Hand Washing

Students are encouraged to wash their hands before going to lunch, after recess and before and after using the restroom. Students are also encouraged to wash their hands after coughing and sneezing.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

BIRTHDAYS



Birthdays are always an important day in our children’s lives. We will acknowledge your child’s birthday through a school announcement, bulletin board or other classroom recognition. Birthday parties at lunch or in the classroom will not be held as we cannot allow them **to interfere with instructional time and we want to have all students consuming healthy food and snacks during the lunch period.**

LIBRARY

Students and staff will be able to access the school library on a continuous basis. This resource would have a positive impact on the educational options and academic opportunities at the school. The library is designed to increase literacy, increase parent involvement and provide additional educational resources for the Gideon students.

STUDENT SUPPORT AND SPECIAL EDUCATION

If you believe your child is in need of extra academic support or requires testing for special education, please talk to your child’s teacher or the counselor.

SPECIAL NOTE

Please remember to take the time to reread and review this handbook with your child throughout the school year. We hope it will motivate you to become an active partner in our school’s activities, programs, and committees. Remember, all children will learn because of what we do!

Here’s to working together for our children!!!

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

SCHOOL DISTRICT OF PHILADELPHIA
EDWARD GIDEON ELEMENTARY SCHOOL
PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

Each school in its School-wide Parental Involvement Policy must establish the school’s expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The Edward Gideon ES agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its School District of Philadelphia plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities 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 ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the School District of Philadelphia’s plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will 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 parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child’s learning;

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that 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) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

[NOTE: The School- wide Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* Regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The **Edward Gideon ES** will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:

A monthly calendar will be sent home in March, indicating when the Title I parent meeting will be held. A subsequent flier will be sent home with students advertising the meeting date, time, location and purpose of reviewing the Parental Involvement Policy and the previous year's Title I Parent Compact in order to discuss and make suggestions for the 2022-2023 Parental Policy.

2. The **Edward Gideon ES** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

In the spring, parents will be invited to the monthly Title I Parent Meeting for purposes of reviewing data along with Leadership Team Members to develop the 2022-2023 Action Plan and Federal Requirements Addendum. Benchmark and formative data, will be shared along with attendance/lateness and other performance indicator areas. Parents will be familiar with the data performance indicators that will be presented at on-going monthly parent meetings, school walkthroughs, data wall reviews, etc.

3. The **School District of Philadelphia** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- In collaboration with the Grants Compliance Monitor, School-based School Improvement Support Liaison, School-Community Liaisons, Philadelphia Home and School Council (PHSC), Title I

Edward Gideon

A COMMUNITY PARTNERSHIP SCHOOL

Parent Advisory Committee, The Philadelphia Right to Know Educational Task Force, PARENT POWER, and other parent groups, provide workshops to schools on parent engagement.

- Provide professional development by parents/caregivers for new and existing principals and other administrators on how to develop promising partnerships with parents/caregivers.
 - Train new and existing staff with parental engagement duties (e.g., School Improvement Support Liaisons, School-Community Liaisons, School Community Coordinators, and Bilingual Counselor Assistants) to assist school sites in implementing parental engagement.
 - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Parent, Family, Community Engagement and Faith-based Partnerships, and staff of the Assistant Superintendents for technical assistance.
 - The Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
 - Provide coordination of professional development efforts through the Office of Instruction and Leadership Support.
 - Provide workshops to parents on supporting student achievement and parent engagement.
 - Provide training and other information to School Advisory Councils (SACs). By November 2014, each SAC will outline how they plan to work with Title I PREP parents to schedule turn-around training for parents within their schools.
 - Regional PREP parents will serve as advisors to principals and SAC members on how to address the needs of students and parents in their school's Action Plan and Title I Budget.
 - In compliance with School District Policy, facilitate parent and family access to teachers and principals.
4. The **Edward Gideon ES** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Head Start parents will be invited to the monthly parent meetings and other parental involvement activities in order to be informed and to participate in the discussions and suggestions to support the academic achievement of the school K-8.

5. The **Edward Gideon ES** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A programs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The principal or designee at each monthly parent meeting will use the exit ticket method of surveying parents as to how well the parental involvement is progressing along with reviewing the spring survey results in order to make adjustments or suggestions for improving/increasing parental involvement.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

6. The Edward Gideon ES will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The Edward Gideon ES will, with the assistance of the School District, provide assistance to parents, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I-Part A,
 - how to monitor their child's progress, and
 - how to work with educators.
- B. The Edward Gideon ES will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- C. The Edward Gideon ES will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- D. The Edward Gideon ES will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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.
- E. The Edward Gideon ES will take the following actions to ensure that 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:
- Letters from the Principal and the monthly calendar with Reminders/Updates will be sent home to parents in "parent friendly language". Letters will also be provided in Spanish as a few of our families are not as yet bilingual. The school phone number will always be on all communications home for any parent who has questions/concerns about the information.*

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

NOTE: The School’s Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children’s education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART IV. ADOPTION

This **Edward Gideon ES** School Parental Involvement Policy has been developed jointly with, and agreed on with, parents. The school will distribute this policy to all parents on or before September 30, 2021.

Dr. Shaunceille Taylor
Principal, Edward Gideon Elementary School

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The Edward Gideon School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2021-2022.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact)

School Responsibilities

The Edward Gideon School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - **Following the School District of Philadelphia's Core Curriculum and timeline.**
 - **Providing professional development on a regular basis to staff with parents invited to attend ½ day sessions.**
 - **Using and sharing data with students, parents and staff to increase student performance.**
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Open House – Wednesday, September 8, 2021, 5-7 pm
Report Card Conferences – November 22-24, 2021, February 2-4, 2022, and March 30-April 1, 2022.
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Benchmark results, PSSA, Report Card Conferences, and monthly attendance.

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers and staff are available during Report Card Conferences, arranged conferences during teacher's preparation periods, and before and after school conferences agreed upon by the parent and teacher

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Parents can notify the principal that he/she wants to volunteer and/or shadow their child at the school. Parents will complete the Title One Volunteer Information sheet, sign in and be given an assignment. Parents can also observe in their child's classroom by making an appointment with the teacher. Parents can also go on class trips after contacting the teacher and making sure there is space.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring the amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

The Edward Gideon School will: **(must be in all compacts)**

1. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

- 2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.**
- 3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
- 4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- 8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Edward Gideon School will:

- 1. Recommend to the Regional No Child Left Behind District Liaison, the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.**
- 2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.**
- 3.**

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

4. **Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.**

5. **Work with the School District of Philadelphia to ensure that a copy of the State Education Agency’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.**

<u>Edward Gideon ES</u> School	_____	_____
	Parent(s)	Student

_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)
~SIGNATURES ARE ATTACHED~

FAMILIES PLEASE SIGN AND RETURN THE LAST PAGE TO SCHOOL BY SEPTEMBER 30, 2021..

By signing below, I acknowledge receipt and understanding of the Parent/Student Handbook. I also acknowledge that I have discussed the information with my child(ren).

Student Name: _____ **Grade/ Teacher:** _____

Student Signature: _____ **Date:** _____

For additional siblings as needed

Student Name: _____ **Grade/ Teacher:** _____

Student Signature: _____ **Date:** _____

Student Name: _____ **Grade/ Teacher:** _____

Student Signature: _____ **Date:** _____

Student Name: _____ **Grade/ Teacher:** _____

Student Signature: _____ **Date:** _____

Edward Gideon
A COMMUNITY PARTNERSHIP SCHOOL

Parent/Guardian Print Name: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian Print Name: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____