



THE SCHOOL DISTRICT OF
PHILADELPHIA

PRINCE ♦ HALL ♦ SCHOOL

STAFF HANDBOOK

"Our mission is to develop students intellectually, socially, and emotionally so that they become lifelong learners and productive citizens of the world."

**PRINCE HALL SCHOOL
6101 N. GRATZ STREETS
PHILADELPHIA, PA 19141**

MRS. DONNA RAGSDALE, PRINCIPAL

DR. TONY B. WATLINGTON SR.
SUPERINTENDENT, SCHOOL DISTRICT OF PHILADELPHIA

CONSTANCE FAITH HORTON
ASSISTANT SUPERINTENDENT, SCHOOL DISTRICT OF PHILADELPHIA

The following information has been prepared to serve as a resource for teachers and staff members. The document highlights current policies that provide an organizational framework for the operation of Prince Hall School. The contents constitute school policy. The material is not all-inclusive, but highlights information most often needed.

Prince Hall: School Number 749

Mailing Address: 6101 N. Gratz St.

Philadelphia, PA 19141

School District Website:

www.philasd.org/schools/princehall

Important Numbers:

Office | 215 – 400-3690

Fax | 215 – 400-3691

Principal's Email: dragsdale@philasd.org

DAILY SCHEDULE

Regular School Day

8:50pm - Start time for Teachers

9:00pm - Start time for Students

3:34pm – Dismissal



EARLY DISMISSAL - 12:30 PM

PROFESSIONAL DEVELOPMENT MEETING/ REPORT CARD CONFERENCES

8:50 - Start time for Teachers

9:00 - Start time for Students

12:30 – Dismissal

The School District of Philadelphia

Prince Hall School

Dr. Tony B. Watlington Sr., Superintendent of Schools

Donna Ragsdale, Principal

Core Beliefs

- **Parents are our partners.**
 - **Children come first.**
- **Victory is in the classroom and facilitated by a strong instructional leader.**
- **Leadership and accountability are the keys to success.**
- **It takes the engagement of the entire community to ensure the success of its public schools.**

Prince Hall Pledge

I do promise to accept and follow the ideals of the Prince Hall School:

P – Promptness each day

R – Respect for teachers and one another

I – Improvement in school achievement

N – Neat in appearance, uniform and work

C – Conscientious

E – Enthusiastic, efficient in all I do

H – Helpful to those around me

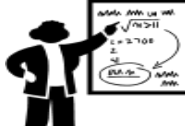
A – Ambitious and eager for success

L – Leadership, having the strength to guide others

L – Loyal to school, family and friend

“These I do promise”





The Important Role of the Teacher



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

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

1. Adheres to content, performance and assessment standards and selects appropriate instructional content and strategies with an awareness and understanding of current levels of student ability and educational needs.
2. Demonstrates a sense of purpose and uses a reward system which allows students to make a distinction between correct and incorrect social as well as academic responses.
3. Distinguishes between single events and patterns of behavior, anticipates interaction with students rather than reacting to student behavior.
4. Demonstrates consistency and equitable treatment of all students, teaches for mastery, is well prepared and plans regularly and uses self-evaluation as a means of improvement.
5. Works with sincere and committed diligence to assist the administrative staff in the improvement of instruction by the establishment of high goals and standards for personal and professional performance.
6. Exhibits a tone that is business-like and professional, yet genuinely caring about students' well being and their academic growth.

Pledge of Responsibility for Children

Ina J. Hughes

We pledge responsibility for children who put chocolate fingers everywhere, who like to be tickled, who stomp in puddles and ruin their new pants, who sneak Popsicles before supper, who erase holes in math workbooks, who can never find their shoes.

And we pledge responsibility for those who stare at photographers from behind barbed wire, who can't bound down the street in a new pair of sneakers, who never "counted potatoes," who are born in places we wouldn't be caught dead, who never go to the circus, who live in an X-rated world.

We pledge responsibility for children who bring us sticky kisses and fistfuls of dandelions, who sleep with the dog and bury goldfish, who hug in a hurry and forget their lunch money, who cover themselves with Band-Aids and sing off key, who squeeze toothpaste all over the sink, who slurp the soup.

And we pledge responsibility for those who have no safe blanket to drag behind them, who watch their parents watch them die, who can't find any bread to steal, who can't find any rooms to clean up, whose pictures aren't on anybody's dresser, whose monsters are real.

We pledge responsibility for children who spend all their allowances before Tuesday, who throw tantrums in the grocery store and pick at their food, who like ghost stories, who shove dirty clothes under the bed, and never rinse out the tub, who get visits from the tooth fairy, who don't like to be kissed in front of the car pool, who squirm in church or temple and scream in the phone, whose tears we sometimes laugh at and whose smiles can make us cry.

And we pledge responsibility for those whose nightmares come in the daytime, who will eat anything, who have never seen a dentist, who aren't spoiled by anybody, who go to bed and cry themselves to sleep, who live and move, but have no being.

We pledge responsibility for children who want to be carried and for those who must, for those we never give up on and for those who don't get a second chance.

For those we smother and for those who will grab the hand of anybody kind enough to offer it.



Content Area Teachers Including Special Education, CTE, Health, and Early Childhood Teachers Instructional Expectations

Face-to-Face

- Use district - adopted resources for all instruction in the face-to-face setting with a combination of print and digital resources to offer learning experiences.
- Provide synchronous instruction in the face-to-face setting to cohort students on assigned days.
- Use the district curriculum resources (i.e., Year at a Glance and Quarters at a Glance) to plan and implement instruction to assure adequate content coverage.
- Implement Community-Building Morning Meeting daily during homeroom/advisory
- Offer students activities and supplemental instructional activities using print and digital resources during digital learning time that prepare students prior to face-to-face learning or extend their learning after face-to-face instruction.
- Plan and implement standards-aligned lessons using district - adopted resources to assure continuous standards- aligned learning.

- Incorporate SEL objectives into lesson plans
- Develop lessons that offer students opportunities to master basic concepts and lead to deeper level learning on the content.
- Use unobtrusive, formative assessments to monitor and adjust instruction.
- Provide extended learning opportunities in the form of project based learning, investigations, projections and similar deeper level thinking activities from the Quarters at a Glance document.
- Monitor student outcomes from data and plan responsive instruction to assure students master grade level content.
- Incorporate scaffolds and supports for struggling students as well as any modifications, adaptations or supplemental aids from the IEP for applicable students.
- Communicate with parents at least biweekly to assure student success.
- Plan and implement targeted, small group instruction to address gaps in learning.
- Use the learning progressions and exemplars from the Quarters at a Glance documents to plan instruction in consideration of the information from the assessment data, particularly those from the prior year, the current screener and the unobtrusive, formative assessments being used in the classroom.
- Use unobtrusive, formative assessment during the daily lesson and assure these are aligned to the exemplars and learning progressions outlined in the curriculum resources documents (Quarters at a Glance and Year at a Glance).
- Communicate with students the learning goals for the face-to-face lessons at the start of the lesson.
- For secondary courses, communicate with students by creating a syllabus of learning objectives, required course content and participation guidance that will be counted in the grading for the course.
- Integrate technology and platforms identified by the district to assure the seamless transition from the face-to-face setting to the digital setting

Instructional Schedule

Teachers are expected to follow the School District of Philadelphia's prescribed instructional time- table for classroom instruction

- 120 minutes daily for Literacy instruction
- 90 minutes daily for Mathematics instruction
- 45 minutes for Science instruction (3 times per week)
- 30 minutes for Morning Meeting/ Social Emotional Learning instruction (5 times per week)

The school day is embedded with the various instructional blocks, assessments, planning meetings, etc. It would be detrimental to our fundamental purpose if we lost any of this time. Once we lose this time, we can never have it back. Therefore, I want to make you aware of the following non-negotiable policies:

1. **There is to be meaningful instruction taking place at all times (as reflected in your lesson plans).**
2. **Teachers must actively instruct their classes (i.e. student engagement, small group instruction, whole group instruction, conference with students, etc.)**
3. **Videos shown in the classroom MUST be instructionally related.**
Additionally, all videos must be approved by the Principal.

Lesson Plans

Per the Philadelphia Federation of Teachers' contract, Article XVIII, D, 13, "The preparation of a daily or weekly lesson plan outlined by a teacher is required. The lesson plan outline shall include: the daily activities of the class including topic, instructional goals, instructional strategies, resources/materials and supplies and references to textbooks and curriculum guides. Each teacher shall have available emergency lesson plans for use by substitutes. If a teacher's performance appears to be, or is becoming unsatisfactory, he/she may be required to prepare more detailed lesson plans."



We must begin to think more rigorously, realistically and strategically about teaching and learning and student achievement. Together, our focus must be on student learning, making instructional decisions that are data-driven, on creating and maintaining a collaborative team, and working even harder as we strive toward moving from "Good to Great."

Remember: **Good Instruction is the BEST test preparation.**

Effective lesson plans....

- Follow the Common Core Standards (and other supporting documents to identify best practices, ideas for differentiated instruction and other areas for student instruction.
- Target remediation, small group instruction, enrichment, and cooperative learning.
- Include differentiated instruction.

Please include the following in your lesson plans:

- Identify the Subject area/ Grade Standard
- Clearly stated objectives
- Please reference the standard to which you are teaching
- Strategies included should be researched based and developed to ensure students will learn the content outlined by our state's academic standards in the areas of Literacy, Mathematics, Science, and Social Studies.
- Materials

Lesson Plan Schedule

All teachers must submit lesson plans by noon every other Thursday. Please deliver your lesson plans by email to Mrs. Ragsdale (dragsdale@philasd.org) and Ms. Amber Hill (akhill@philasd.org) **The collection of lesson plans will begin on September 1, 2022 for all teachers. Each lesson plan should reflect the following week's activities.**

Important Note: If the scheduled due date falls on a holiday, plans will be due on the day *before* school lets out.

Ex. Plans are due to be turned in on Thursday, November 24, 2022. Schools are closed due to a holiday, so lesson plans are due on Wednesday, November 23, 2022.

Emergency Lesson Plans

All teachers must submit to the Main Office three (3) days worth of Emergency Lesson plans to be used during their absence.

Follow-up with students after the absence.

- Review homework from emergency lesson plans as well as class work
- Discuss behavior of students during the “guest teacher” stay

Emergency Lesson Plans should include:

- Class Assignments/ Homework Assignments
- Special instructional activities you want carried out by the Guest Teacher
- Location of materials

Important Notes:

- **Emergency Lesson Plans are due by Friday, September 9, 2022.**
- **Please make sure to have Emergency plans in a virtual folder titled : *Emergency Plans Teacher Name/ Grade***
- **Emergency plans must be emailed to Mrs Sherwood (jsherwood@philasd.org).**

HOME ASSIGNMENTS/GUIDELINES

Homework should be an effective bridge between directed learning experiences in the school and increased parent cooperation toward the improvement of student learning. **Homework is given Monday through Thursday.** Friday is optional.

Homework should:

1. Stimulate voluntary effort, initiative, independence, responsibility and self direction
2. Be individualized to build on a student's skill development and or interest.
3. Reinforce school learning by necessary practice.
4. Be clearly structured with a clear purpose.
5. Be realistic in scope and complexity.
6. Be reasonable in quantity and requirements.
7. Provide information to parents about students’ educational programs and their progress.
8. Encourage parent interest and assistance without requiring parent instruction.
9. Provide opportunities for home enhancement of school learning, skills, and interest.
10. Discourage copying and plagiarizing.
11. Be checked to observe learning, suggest a teaching emphasis, and give value to the task.

It is the expectation of this administration that all teachers will be teaching at proficient and advanced levels. Students should be actively engaged in each lesson. All assignments must be aligned to the Core Curriculum. Assignments should reflect meaningful thought on behalf of the students. Teachers are to refrain from giving “busy work” (ex. Writing definitions 10x each; writing words out of the glossary). Teachers are to give assignments that promote problem solving and higher order thinking. Teachers are to keep records of the students who complete or do not complete assignments.

Suggested lengths of time for homework assignments:

- Kindergarten 20 minutes
- Grades 1 & 2 30 minutes
- Grades 3 & 4 45 minutes
- Grades 5 60 minutes

INDEPENDENT READING AT HOME IS A PRIORITY

All teachers should keep a record of all homework assignments given in a log, as well as a section in your grade book to annotate which students did not complete assignments **and** dates not completed. Please contact parents if assignments are not being completed or submitted. Your thoroughness and consistency can prove beneficial during parent conferences.

Data Folder

It is imperative that class record books be kept current with such items (assessments, projects, homework and classroom participation). **Data Folders will be randomly and periodically reviewed.** Your data folder is a legal document and may be called as evidence in the event a grade is questioned. Grade books may also be requested in order to discuss student progress with parents.



Interim Reports should be sent midway between each report period for every student. Teachers are encouraged to use this form to report positive behavior and achievement as well as those students experiencing difficulty. In addition to the regularly scheduled distribution, an Interim Report may be sent home at any time at the discretion of the classroom or specialist teacher. Please send home the original copy. A copy signed by the student is to be retained for the entire year, and then discarded at the end of the school year.

Every effort must be made to have these signed interim reports returned.

Remember, there should be no surprises at report card time for our parents/guardians.

Student Portfolios

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

Every student must have a current portfolio, which reflects his/her performance in your classroom.

Please update the portfolios every 6 weeks to reflect current instruction and assessments.

Here is a checklist of items that could be found in your students' portfolios:

- Current writing samples from the following genres: Informative, Persuasive, Narrative
- Works in progress from various subject areas
- Current writing projects
- A variety of rigorous and relevant teacher prepared tests

A great representation of a portfolio has items selected by the student, filled with published works as well as works in progress to show the child's progression over time.

Teacher Observations / Formal Observations

All teachers will be formally observed by the principal twice per year. It is understood that the main purpose of the observation process is to improve the teacher's instructional program. It is also understood that the lesson will include rigorous instruction and that all students will be instructed at a level to ensure proficient instruction.

Please do not ask your class to greet administrators or interrupt your lesson during this time.

Schedule for Official Observations: This year, Prince Hall will be implementing the Professional Growth System for Teacher Observations.

- Observation (October through mid-March):
- Note: This system is subject to change at the discretion of the Principal

Classroom Visits: At any time, the Principal has the right to visit classrooms and request lesson plans. Also, as we are a school making progress, various individuals from the Network VII and Central Offices may visit at any time to monitor instructional practices and student engagement.

Satisfactory Observation: A **pre-conference** will be held prior to each **formal observation**. After the observation is conducted, you will receive a completed standard observation form with appropriate comments and ratings for various categories if the lesson observed was satisfactory. A **post conference** will be scheduled if deemed necessary by the observer or at your request. This observation form will be used for all subsequent SATISFACTORY observations.

Unsatisfactory Observation: If the lesson observed is UNSATISFACTORY, appropriate actions will follow, such as: professional development, peer observations, in class support. When deemed necessary, the unsatisfactory observation will be documented on an anecdotal record form (SEH-204). A formal conference will be held to discuss the observation with the teacher at which time specific recommendations will be made in writing for improvement. Prior to the conference, the teacher will be given a copy of the SEH-204 for review. The teacher will also be informed of his/her right to bring representation to the conference. The teacher also has contractual right to have a written rebuttal attached to the SEH-204. If a teacher receives an UNSATISFACTORY OBSERVATION, he/she may be required to submit detailed lesson plans to the Principal. Every effort will be made to assist the teacher in improving his/her classroom performance. Resource personnel from the Regional Office or Central Administration may be called upon to offer assistance. The teacher will be given due process as required by the PFT Contract.

Movies and Instructional Videos

Per School District policy, videos and/or movies incorporated into the instructional program must be appropriate in content, relevant to the standards being taught, age appropriate (per its rating) and approved by administration.

Important Note: All videos/movies MUST be included in your lesson plans. They may not be used as a replacement for "prep period" instruction.

Student Virtual Trips

Student virtual trips must be an extension of classroom instruction and connected to the Curriculum. Trips provide students with real world experiences outside of the classroom walls. Trips should be academic and have pre-lessons and post-lessons that are also aligned to the Curriculum. There are specific guidelines, deadlines and procedures for coordinating classroom trips.



Professional Development

As instructional practitioners desiring to hone your craft, it is essential that staff members regularly attend internal and external Professional Development sessions. All staff members are required to attend all District required meetings. If you do not attend, you will not receive Act 48 credit and you will be responsible for the information shared and disseminated. Please feel free to suggest topics that you would find valuable for professional development sessions.

Educators desiring to register for District sponsored Professional Developments must log into the SchoolNet system. Click on the PD Planner tab at the top of the page to obtain a list of the available sessions offered by the district. As external information is received for conferences and Professional Development, we will disseminate it to all staff members.

Special Education Services

Prince Hall School is committed to providing specialized services to children in the least restrictive environment, as required by the law. We use inclusive practices in order to meet the needs of each student who receives special education services. Students receive accommodations and modifications as outlined in their Individualized Educational Program. All teachers of students with Individualized Education Plan (IEP) must have the IEP at a Glance.

Professional Learning Communities Meetings These meetings will be held weekly. During these sessions, some of the following topics will be discussed:

- ❖ STAR Analysis
- ❖ Teaching and Planning
- ❖ Creating Interim Assessments
- ❖ Re-Assessing & Retesting
- ❖ Common Core Alignment
- ❖ MTSS
- ❖ Student Work Analysis
- ❖ Professional Development
- ❖ Lesson Planning Collaboration
- ❖ Sharing of Best Practices
- ❖ Remediation Plans

NORMS

The expectation is that all team meetings will begin promptly. Please adhere to the following NORMS for all meetings:

- Keep students front and center in our conversations
- Be fully present – Start and end on time, turn cell phones to silent
- Engage actively- Listen attentively, ask questions, build on other’s ideas
- Invest in your growth and the growth of others
- Listen with an open mind- Assume best intentions, avoid assumptions-
- Be Respectful to all members of school staff.

Professional Learning Communities (PLC)- Day and Time

Grade K/ - Monday Time: 9:00- 10:15am	Wednesday Math Classes (10, 203, 205, 213) Time 9:00- 10:15am
Grade 1- Tuesday Time 9:00- 10:15am	Thursday Literacy Classes (11, 202, 207, 211) Time 9:00- 10:15
Special Education - Friday 6/9/106,5, All LS teachers Time: 9:00- 10:15am	

Classroom & Staff Expectations



Staff Attendance and Absences

Teacher and staff attendance is the bridge for building continuity to the instructional program. Consistent staff attendance and promptness serves as a model for our students. These are the behaviors we want them to emulate.

All teachers are expected to report to work daily and be signed in on the **Kronos Kiosk** by 8:50 a.m. All classroom assistants are expected to report to work daily and be signed in on the Kronos Kiosk by 8:30am. All staff must clock out at the end of their shift.

As soon as you know that you must be absent please telephone the Frontline Substitute Service (1-215-261-5523- Option 2) . You can also access this system online at www.sdpsubs@ess.com. You can call this number anytime **but you should call no later than 6:30 am on the day of your absence**. Please do not wait until 6:30 am if you know that you will be absent the night before.

Our experience is that the sooner you contact the ESS system, the better chance we have of getting a substitute. Please make sure that you are registered with ESS and that your information (name, location, etc.) is current. You can change any information by following the pre-recorded help menu. When you call the ESS system, you will get a confirmation number. ***If you do not wait to get a job number, your absence will not be recorded.***

After contacting the ESS system, ***please email Mrs. Kellie Dupree Ekpaji (secretary) and Ms. Sherwood.*** Contacting ESS does not guarantee that a substitute teacher will be provided. The school needs to know of your absence in order to make arrangements to cover your class. When you email Mrs. Kellie and Ms. Sherwood, indicate the reason for your absence (personal, sick day, etc.), the expected length of your absence, and give the confirmation number. It helps everyone when we are able to plan.

We must know whether you are returning to work or not by 2:00 pm on the same day of your absence. This permits us to retain the substitute (if possible) so when you call ESS and extend your absence the same substitute will get the job. Make sure when you call that you verify whether we will extend your absence or whether you will do this. If a staff member fails to notify the office of his/her return the following day, the substitute will be retained and ***the employee will be charged an additional day's leave.*** Your cooperation in following these guidelines helps us to plan the day and ensure the smooth operation of the school.

All staff members play an important role in the creation of a positive school climate and the effectiveness of the instructional program. When a staff member is absent or late, the continuity of the instructional program is interrupted. Absences or lateness pose a tremendous burden on other staff members, as they must be assigned to perform duties of absent or late colleagues. Therefore, it is the responsibility of each staff person to make every effort to maintain a good attendance record.

Other Absence Procedures

Upon an employee's return from an absence, the staff member must complete form SEH-86 (Absence Card). When an absence exceeds three consecutive days, the employee must complete a SEH-3 that requires a statement from his/her physician.

Leave of Absence without Pay and Personal Leave Days

Prior approval must be secured for each requested leave of absence without pay. An employee may not take this type of leave without prior approval from the Principal and/or Human Resources. The purpose of this requirement is to allow sufficient time to consider the request, decide whether it may be granted, and to determine the rate of salary reduction, if any. Such requests must be prepared by the applicant and presented to the Principal in writing for submission to the Regional Office and/or Human Resources. Requests that would have the effect of extending school holidays or beginning the summer vacation earlier or extending it will not be approved. Please refer to Staff Absence policies posed on the district's website for further information.

Early Dismissal and Signing Out

Requests to leave the building early or to arrive late must be submitted to the principal for approval **in writing** one day in advance.

It is expected that all staff members work the entire school day. To reduce disruption to the educational program, please schedule appointments after the close of the school day. Should an

emergency occur, please speak with the Principal.

Emergency School Closing

In the event of inclement weather, or other emergencies, the school district may decide to close schools. Please listen to KYW-1060 AM for information. Generally, snow day closing decisions are made by 6:00 am. The district does not close individual schools; we do not have a school closing number.

Monitoring of Attendance and Lateness

Regular attendance and punctuality are essential to ensure the continuity of the education program here at Prince Hall School. Please be aware that the School District of Philadelphia is closely monitoring all staff attendance. In accordance with School District policy, absences will be managed as outlined below:

1. After a staff member is absent for 3 occurrences, the principal will generate a letter indicating concern about the absences and list the dates of the absences. A copy of the letter will be placed in the staff member's personnel file and a copy will be sent to the Central Office.
2. After a staff member has been absent for 5 occurrences, the principal will hold a conference with the staff member to discuss the absences. Dates of absences and patterns of absences will be discussed. A copy of the letter will again be placed in the staff member's personnel file and a copy will be forwarded to the Central Office.
3. After a staff member is absent for 7 occurrences, the principal will generate a SEH-204 listing all absences. The principal will hold a formal conference with the staff member. The SEH-204 and documentation of the conference will be forwarded to the Central Office.
4. After a staff member is absent for 9 occurrences, the principal will write another SEH-204, attach the SEH-90, and attach the previous 204 and all memorandums. There will be a recommendation for suspension. The principal will hold a formal conference with the staff member (representation) and all documentation will be forwarded to the Regional Superintendent for a second level conference (if a teacher) or the Hearing Officer for Human Resources (if a non-instructional staff member).

Note: Excessive lateness will follow the same general format.

Student Attendance

The Pennsylvania Department of Education (PDE) has published guidance for SY2021-22 that includes the following:

“Any school entity that includes time spent in a remote learning environment toward instructional time requirements must implement a system that accurately tracks out of school instructional time similar to attendance in the school building.”



Consistent with this guidance, it is critical that the School District of Philadelphia implement attendance procedures that facilitate the ability to document and report true and meaningful attendance information for all students, including those engaging in remote learning. The attendance protocols for the School District of Philadelphia for SY 2021-22 are:

Expectations throughout the day:

TEACHERS are expected to:

1. Be required to mark the student absent for any class for which the student does not attend.
2. Record daily attendance by **11:00AM** of the current day.

3. Assign deadlines for assignments and ensure students know when they are expected to attend class and the assigned work to return that can be marked towards a student's attendance.
4. Support students with interventions for classes they are cutting. They can reach out to their attendance coach for support by emailing attendanceandtruancy@philasd.org For younger students who may be supervised by older siblings, there needs to be flexibility for the time work must be completed during the day to accommodate parents or guardians working outside the home who cannot help with school work during traditional school hours.

STUDENTS are expected to:

1. Attend school daily.
2. Be prepared each day and be ready to learn and engage in instruction.
3. Complete assignments on time each day for each class.
4. Adhere to the Student Code of Conduct at all times while engaged in-person instruction.

PARENTS are expected to:

1. Have their child(ren) ready to engage every day in learning.
2. Assist with reaching out for support from teachers if their child is struggling or has barriers to attending school each day.
3. Ensure their child attends every day on time at 9:00am.
Reach out to the professional school counselor for support if there are barriers to regular attendance.

SCHOOL RECORDS

- ***Admit and Dismiss slips*** (this is a small white slip that notifies you when a child is admitted or dismissed from your class) When a student is admitted or dismissed from your class, you must keep a record of all slips until the end of the school year.
- ***Pupil Pocket (EH-19)*** All student pockets can be located in the main office. The secretary will assist you in signing out pupil pockets.
- ***Medical Records*** The school nurse has all student medical records on file in the nurse's office located on the second floor.
- ***Special Education File-*** Special Education files will be maintained by the Case Manager at all times. Special Education Case Manager must be notified when removing a file from the file cabinet.

REMEMBER ALL THE RECORDS MENTIONED ABOVE ARE FOR SCHOOL USE AND CANNOT LEAVE THE SCHOOL PREMISES.

RELEASE OF INFORMATION ON STUDENTS

Requests for information (student's records) by a parent, or any other person or outside agency must be approved by the principal. The completion of the appropriate school district form may be necessary.

Preparation Periods

Staff members are encouraged to use this time to plan lessons, meet or contact parents and/or students, and meet with other staff members to plan and coordinate instructional activities.

Lost Preparation Periods

Every attempt will be made to avoid having a teacher lose preparation time. When substitute service is unavailable and coverage is needed, the administrative team determines coverage on a rotating basis. You will be notified as soon as possible in the event that you are needed for coverage. You will receive a form verifying your lost prep no later than the day after coverage. If you do not receive the form, see an administrator. We will make every effort to give pay-back prep periods. You may elect to receive the first four lost preps in financial compensation (EC rate) or in actual make up prep time. The secretary will survey the staff early in the year for each teacher's preference.



FIRE DRILLS

Each classroom is required to display directions for evacuating the building in the event of a fire or other emergency. This card should be conspicuously displayed in your classroom near the entrance to your classroom. If you do not have a Fire drill directions card posted in your room, please request a new card from the office.

1. Teachers are to review fire drill procedures with their classes during the first weeks of school.
2. Visiting school district personnel and all other guests present in the school must participate in the fire drill and exit the building with staff and children. All personnel in the building are to assist in the orderly evacuation of the school and are responsible for the safe evacuation of all pupils with them during the time of the drill.
3. All available staff members should assist with the evacuation of children from the lunchroom.
4. When the fire alarm sounds, pupils are to stop all activity immediately and proceed with the drill as directed by the teacher or person in charge. All students are expected to exit in an orderly manner.
5. ***Teachers are to carry a class list with them as well as Fire Drill signs and account for attendance.*** Please make sure that all classroom doors and windows are closed when classes leave for a fire drill.
6. Pupils who are not with their class at the time the alarm is sounded should join the nearest classroom and exit with them. They are to join their class once they reach the yard.
7. ***Pupils are not to go to other parts of the building for clothing or for any other reason after the fire alarm sounds. Students are not to hold doors.***
8. Personnel in the office are responsible for the safe evacuation and care of students in the office at the time of a fire drill.
9. All personnel are to leave the building unless assigned emergency duty in connection with the fire drill.
10. All personnel and pupils are to proceed to the assigned spaces in the school yard. Directions on where to stand will be distributed in September and kept in your lesson plan book.
11. All staff and students are to remain in the designated areas until the "all clear" bell is sounded.

Frequency of fire drills:

- Fire drills must be held monthly throughout the school year. 20
- Additional fire drills beyond these requirements are to be held when needed to ensure a high degree of order and control under all school conditions.
- Fire drills are to be held at irregular intervals during the school day.
- Fire drills are not to be announced to staff and students except for very special circumstances, such as conducting the first organizational drill of the school year, or for obtaining proper clothing for a cold day.

Immediate response to fire drills:

- The school's response to every fire alarm must be on the assumption of an actual fire.



CLASSROOM KEYS

All classroom keys are to remain in school. A key rack is located in the main office. Keys may be picked up in the morning and must be returned at the end of the day. Never leave your keys on a desk or lend them to a student. If you are covering a class for a period, make sure the next teacher receives the keys, or contact an administrator to have the keys returned to the office for safe keeping.

LOST AND FOUND

Lost articles will be located in the MAIN LOBBY inside of a bin. Lost items remaining in the BIN after two weeks will be donated to charity.

REQUEST FOR CUSTODIAL ASSISTANCE

In the event of an emergency, such as broken glass, vomiting, etc. please contact the office immediately. For non-emergencies such as light bulb replacement, complete a work order and leave it in the principal mailbox.

USE OF HOUSE PHONES

The in-house classroom phones are for communication within the school. You must dial "6" to reach the main office. We ask that you reserve phone usage for school matters and emergencies. Telephone calls to staff members during the instructional day should be limited to emergencies; otherwise a brief message will be placed in the staff member's mailbox.

USE OF OFFICE PHONES

School phones are to be used for official business only. If you need to call a parent or return a call to a parent, dial 9 before dialing the number.

COPY MACHINES

The copy machines for staff members are located in the Library and in Room 215 (Teacher's Resource Center). Students are never permitted to use this equipment.

SMOKING

In compliance with School District of Philadelphia policy: **SMOKING IS PROHIBITED ON SCHOOL DISTRICT PROPERTY!** If you must smoke, please do it off of school property and out of sight of pupils. Remember all staff members are role models for children.

BULLETIN BOARDS

The Principal will give out schedules for bulletin boards. It is expected that the bulletin boards will be completed by the 3rd school day of the new month. Bulletin boards located in your classroom should be changed monthly and reflect a standards driven classroom. Bulletin Boards must include:

- The Title
- The Grade of the Class
- The Standard
- The Objective
- The Rubric
- Must display current work that is relative to the Curriculum

SCHOOL MEMORANDUMS

For staff members- Staff members will receive official memorandums from the Principal throughout the school year. Please read all memorandums carefully and communicate with the administration with any questions or concerns.

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

SIS

Infinite Campus Messenger is the official communication used by the school district to report absences, students' tardiness, and being out of uniform. Prince Hall uses Parentlink as an important communication tool to send home vital information.

GENERAL SCHOOL POLICIES

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- All teachers are to meet their class lines in the **School Yard at 9:00 sharp!** If you have a scheduled prep period, the specialist teacher will escort the class into the room.
- All teachers are to establish the order in which your children are to line up. The line should be orderly and quiet before the morning bell signals your class into the building.

- All teachers are to monitor their lines by walking either in the middle or end of the line.
- During inclement weather days (4 bells will ring by 8:45 am to indicate indoor admission or 10:25am to indicate indoor lunches), teachers of grades 1-5 will greet their classes in the lunchroom.
- **ALL students leaving the classroom at any time for any reason must be in pairs and carry a hall pass.**
- Students are not permitted to leave the classrooms without signing out in the class log unless an adult escorts them.
- Children are not to be placed in the hall as a disciplinary action at any time. If a student leaves the classroom without permission contact the Climate Manager / Climate Specialist immediately.
- Students who are displaying challenging behaviors **must not** be taken to the main office. Teachers are to call the main office and the Climate Manager/ Climate Specialist will be called to report to the room.



LUNCH TIMES

GRADES TIME	
	K , 4 11:00- 11:45
	1, 5 11:45-12:30
	2, 3 12:30- 1:15

LUNCH TIMES Early Dismissal Days

GRADES TIME	
	K,4 10:45- 11:15
	1,5 11:15- 11:45
	2, 3 11:45- 12:15

There are no warning bells between lunch periods. Teachers are expected to deliver and pick up their classes on time. Please do not wait for a bell to ring before proceeding to the yard or lunchroom. **If a child is missing from your class, especially after lunch or a prep period, you are to notify the office immediately!**
Always check attendance after lunch and prep.

ADMISSION PROCEDURES

Principal Ragsdale or her designee conducts opening Exercises each day at 9:10am. These include: Pledge of Allegiance, Prince Hall Pledge, Teacher's Mission and any pertinent announcements. Teachers will bring their classes to the homeroom and the opening exercises will occur in the classroom.

DISMISSAL PROCEDURES

Due to Covid, there will be staggered dismissal times. Kindergarten will open their doors for student pick up at 3:20pm. Grades 1-5 will begin to bring their classes to the dismissal area at 3:25pm. Teachers will stay with students until 3:39pm. Please bring your students to the yard on time to avoid unnecessary complications with children being picked up by parents or other responsible persons.

At dismissal time, teachers are to escort their classes to the school yard and their designated classroom line. If students are being held for detention or any other reason, they must accompany the teacher and the rest of the class out of the school and return with the supervising teacher. **No students are to be detained under any circumstances without parent(s) notification as well as office notification.**
Students cannot be left unsupervised in a classroom at dismissal or at any other time!

Teachers are expected to remain on school property until the official dismissal time of 3:39pm



INCLEMENT WEATHER PROCEDURES

On days that there is inclement weather, Prince Hall will open each entry door at 8:50am. All Kindergarten students will enter through the Kindergarten designated yard. All students in Grades First through Grade 5 will report to their designated doors and will sit or stand in the corridor of their area. Students will remain in those designated areas until their assigned teacher picks them up at 9:00am. **Students will NOT be allowed to travel through the halls unescorted.. All teachers will pick up their classes at 9:00a.m.**

ASSEMBLIES

Assemblies will be arranged by the Principal and the Prince Hall Leadership Team. Assemblies will take place monthly. There are three times a year when all classes are encouraged to participate in that month's assembly. The three months are: December (Christmas, Kwanzaa, Chanukah) January (Martin Luther King) February (Black History Month). Teachers are to sit/stand behind their classes so that they can see all students in their class. Teachers are expected to remind students of appropriate behavior while participating in assemblies.

VIRTUAL NIGHT MEETINGS

All teachers are expected to attend two night meetings a year. **The date of our Back to School Night is Thursday, September 15, 2022 from 5pm to 7pm.** All faculty members are required to attend this very important meeting. A second night meeting may be scheduled during report card conferences.

HOME AND SCHOOL ASSOCIATION

A Home and School Association makes decisions for the school. Prince Hall School will have a school association composed of teachers, parents, students and the administrative team. The Home and School Association will meet every third Tuesday of the month.

Schoolwide Expectations

The primary responsibility for discipline rests with the classroom teacher or supervising adult. Before referring a child, the teacher should utilize the following strategies: phone call to parents, note home to parents, daily reports, use of positive classroom behavior system.

We have adopted five principles for the members of the Prince Hall family. In addition, Prince Hall has a school-wide positive behavior program based on a baseball theme. Please follow the plan and integrate these schoolwide expectations throughout daily instruction:

- Be Prepared
- Be Respectful
- Be In Uniform
- Be A Hard Worker by Following Directions
- Be Safe in Every Way

Schoolwide Rules

- Keep hands, feet, and objects to yourself.
- Follow direction from all teachers and staff members the first time they are given.
- Always walk.
- Speak in soft voices.
- Speak respectfully to others at all times.

Lunchroom Rules

- Walk in line up and get your lunch
- Sit at your assigned tables and at your assigned seat
- Listen to announcements
- Sit and eat your lunch
- Throw away your trash
- Return to your seat
- Line up and go to recess/lavatory class

Student Code of Conduct

The School District of Philadelphia has adopted the Student Code of Conduct. The code of conduct is posted on the School District of Philadelphia website. Teachers are to review the contents of the code especially the Levels of Offenses and recommended interventions.

Detention Policy

No students can receive an after-school detention on the day it is given.

Parents/guardians must receive a written 24-hour notice. Students who receive after-school detentions should be given a form to be signed by the parent allowing them to remain after school and also informing the parents the reason as to why the detention was assigned. No students can remain after school **without guardian/parental consent**.

Certain infractions need to be brought to the immediate attention of the principal.

- **Carrying a Weapon (ACT 26)**
- **Leaving the Building**
- **Endangering the Teacher or Student**

CORPORAL PUNISHMENT

Please refrain from any other action that may be interpreted as corporal punishment, this includes verbal abuse. Verbal abuse constitutes any verbal reprimand or other communication to students that demeans or belittles them. Avoid situations that can jeopardize your position. For example, never allow yourself to be in a room alone with a student and monitor your use of language with the students. If a student has an accident and is injured while under your supervision, contact the parent before the end of the day. Contact the office as well and when necessary, notify an administrator.

FOOD AND ELECTRONIC DEVICES

Eating is only permitted in the lunchroom unless otherwise authorized by the principal. Toys, dolls, and all electronic devices are prohibited on school district property. Electronic devices (cell phones, pagers, lasers, hand held games) should be confiscated by school personnel and **turned over to administration immediately** if the student becomes confrontational and contacts the office for support. Parents should be notified and these devices should only be returned to the parent. The office

should be notified if it is your belief that the electronic devices are connected to criminal activities.

COMMUNICATION

Almost all written communication between you and the principal or office staff takes place via your mailbox and email. You will sometimes be asked to sign a form to receive correspondence. Please check your mailbox and email at least twice a day. "Important Notes" are periodic memos generated by the principal; they should be read and kept for reference during the school year.

- Announcements from PFT will be posted on the PFT bulletin board located on the south side of the main office wall. Announcements for any in house positions will also be located on that board.
- Schedules for prep, meetings, etc. will be distributed to you. Prep coverages are also placed in your mailbox. Preparation coverages may not be changed without the permission of the principal.

EXTRA CURRICULAR ACTIVITIES

You may have the opportunity to sponsor an extracurricular activity. Sponsors of such clubs must submit the goals and objectives of the club (in writing) to be approved by the principal. You will be expected to take attendance each day and the attendance sheets should be submitted to the office. **All students in EC clubs must have written parental permission.** If you cancel a club meeting, it is your responsibility to notify the children and their parents so arrangements can be made for the safe dismissal of those students.

CLASSROOM PARTIES

Approval for any kind of party must be approved by the principal and indicated on your lesson plans.

CHILDREN OF EMPLOYEES

School District policy prohibits children of employees from accompanying their parents to work and remaining in the school building for the length of the school day. Children

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who accompany their parents for a special activity must have the approval of the principal.

VOLUNTEERS/VISITORS

Volunteers are assigned to classrooms and school programs by the principal and her designee. All volunteers must participate in an orientation with the principal. Volunteers must submit their Criminal, Child Abuse, and FBI clearances to the main office before being allowed to volunteer.

Volunteers and or visitors must report to the office for a visitor's pass before visiting ant part of the building. Any parent who visits your class should have a visitor's pass from the office. If a parent should arrive at your classroom without

a pass, please ask them to obtain one from the office before you speak to them. If you experience any problems or suspect any intruders, contact the office immediately.

SCHOOL PROPERTY/APPLIANCES IN CLASSROOMS

All school district owned furniture, equipment, and instructional materials may not be altered, painted, personalized or covered with adhesive paper causing a change in the original surface.

- Coffee pots, refrigerators, microwaves, etc. are **not** permitted in the classroom.

SCHOOL SAFETY

Please adhere to the following codes in order to promote and maintain safety. In the case of a school emergency the following codes pertain:

- **Code Red:** Serious Emergency Situation: All available school staff are requested to provide assistance. If you are with a class, you must secure your door. For example, Code Red, Room 200, means all available staff near room 200 will go to that room to assist and the classrooms in that area must secure their doors.
- **Shelter in Place:** The **Shelter-in-Place** protocol is necessary when an external threat — including extreme weather or an armed aggressor — threatens students and staff and the safest place for all is inside the building. When a Shelter-in-Place announcement is made, students and staff clear the hallways, reporting to the nearest classroom or shelter area, and remain there until a school official gives the all-clear call.
- **Lockdown:** A **lockdown** is necessary when there is an outside threat to students and staff. These are most common when there is police activity near a school. During a lockdown, all school entry points are locked and no one is permitted to exit or enter the building.
- **Evacuation:** **Evacuation** from a building is necessary during an internal emergency like a fire or gas leak. When an evacuation alarm is sounded, students and staff immediately exit the building and gather at predetermined rally points. Regular drills throughout the school year ensure students and staff know where to go.
- **Reverse Evacuation:** A **reverse evacuation** is called when conditions inside the school are safer than conditions outside, like if a tornado suddenly forms or an armed aggressor is approaching. Students and staff who are outside when a reverse evacuation is called immediately come inside.