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## PSD Staff and Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Contact Information</th>
</tr>
</thead>
</table>
| Peter Bailey             | **Head of School**  
215-600-1515 (VP)  
215-951-4722 (voice)  
pbailey@psd.org |
| Val Houser               | **Director of Academic Affairs**  
215-951-4711 (voice)  
215-600-1520 (vp)  
vhouser@psd.org |
| Melissa Keeley           | **Principal: Elementary & Middle School Departments**  
215–951–4721 (voice)  
267–331–4690 (vp)  
mkeeley@psd.org |
| Melissa Draganac-Hawk    | **Director of Admissions & Educational Outreach**  
267–728–1294 (v/vp)  
m draganachawk@psd.org |
| Melissa Goodwin          | **Administrative Assistant: Elementary, Middle School, High School, & Special Education**  
215–951–4732 (voice)  
215-621-8835 (vp)  
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| Elizabeth Knapp          | **Principal: Special Education and High School Departments**  
215-951-4787 (voice)  
eknapp@psd.org |
| Kim Stephan              | **IEP Coordinator**  
215-951-4730 (voice)  
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215-459-3572 (text)  
kstephan@psd.org |
| Patty Saar McFadden      | **Student Development Team Manager**  
267-331-4739 (vp)  
267-235-0687 (text)  
pmcfadden@psd.org |
| Liz Hill                 | **Social Worker: Elementary–High School**  
267-331-4378 (vp)  
215-888-7134 (text)  
ehill@psd.org |
| Christine Waldron        | **Attendance**  
215-951-4705 (voice)  
267-331-4748(vp)  
cwaldron@psd.org |
| Kurt Tustin              | **Transportation Manager**  
215-951-4759 (office)  
267-246-1348 (cell)  
jiranzo@psd.org |
| Jeimy Liranzo            | **Transportation Coordinator**  
215-951-4752 (office)  
267-228-2469 (cell)  
jiranzo@psd.org |
| Pam Boon & Chris Jackson | **School Nurses: Elementary–High School**  
215-951-4739 (voice)  
pboon@psd.org  
cjackson@psd.org |
| Matt Bujak               | **Athletic Director/After School Program Coordinator**  
215-600-1516 (VP)  
267-246-8985 (text)  
mattbujack@psd.org |
| Brenda Wilford           | **Family Liaison**  
215-951-4766 (voice)  
wilford@psd.org |
| Karen Leslie-Henry       | **Director, Outreach Services**  
215-754-4772 (v)  
267-331-4349 (VP)  
klesliehenry@psd.org |

**PSD staff endeavor to be responsive to your messages (calls/texts/emails) to us within 24 hours. Please note that unless it is an emergency, any messages received after business hours will be responded to the next business day.**

**SCHOOL CLOSINGS**

In the event of severely inclement weather or mechanical breakdown, school may be closed or starting times delayed. These will be announced on television between 6:00 am and 8:00 am. Families will also be alerted via text, email, and/or phone message. Please keep your contact information up-to-date with our attendance office so you can receive important messages. If no report is heard, it can be assumed that school will be held on the regular schedule. The same conditions may also necessitate early dismissal from school. Please do not call the school. Telephone lines must be kept open for emergencies.

©2018
SCHOOL MASCOT/SCHOOL COLORS

The PSD mascot is the Black Panther and the school colors are blue and gold.

ELEMENTARY STUDENT DRESS CODE

All of the students in the Elementary Department are required to wear a PSD school uniform daily.

- Students will need to wear appropriate shoes for Physical Education class (sneakers) and for daily outdoor/gym recreation times (sneakers/rubber soled shoes). No sandals/flip flops without a back–strap.
- Jewelry is acceptable. Hoop earrings should not be larger than 1 inch in diameter for safety purposes.
- There are several “special” dress up days throughout the school year. You will receive information regarding these events, like hat day or pajama day to name a few.
- Students that arrive to school out of uniform will be asked to change into a school supplied uniform for the day. Before dismissal, they will be given time to change back into the clothes that they wore to school.

UNIFORM INFORMATION

- Yellow or blue (light blue or navy) collared shirt
- Navy blue or khaki pants
- Navy blue or khaki skirts/jumpers
- Navy blue, yellow or black cardigans or sweatshirts (plain)
A DAY IN ELEMENTARY
CLASSROOM HOURS: 8:15 AM TO 3:00 PM

Individual class schedules will be shared with families directly from each student’s homeroom teacher. A typical day in Elementary School begins with Morning Meeting. Our 1st–5th Grade curricula is directly aligned with PA standards.

The Elementary Department runs on a 6 day cycle, A–F days. Their core academics English Language Arts, mathematics, and American Sign Language occur every day. Their specials vary by day. They have science and social studies 3 days out of the 6-day cycle and participate in specials classes such as art, social skills lab, Literature/Library and physical education.

Language is at the heart of our curricula.

Students have time daily devoted to English Language Arts (ELA) and American Sign Language (ASL), which includes

- Guided Reading–direct reading instruction, study of various genres of literature
- Guided Viewing–direct viewing of ASL text
- Writing–direct instruction, creative writing, the writing process (including editing, English Grammar)
- Word Work–spelling/spelling patterns, high frequency words, and related vocabulary
- ASL/English–structure and grammar of each language and the connections between them
- Self–Selected Reading (SSR)–development of fluency reading

English Language Arts skills are integrated throughout the academic day. Social Studies often provides the driving themes for instruction. During Math time, we focus on learning the basic operations (+, −, ×, ÷), as well as on problem solving and making “real–life” applications. Math vocabulary is also an area of focus throughout the curriculum.

Students are engaged in cooperative learning activities and have opportunities for related field trips in order to bring the text books and classroom activities to life! In addition, students will receive special services as mandated by their Individualized Education Plan (IEP).

REPORT CARDS

Report cards are issued four times a year and report on subject area grades. The student’s progress toward IEP goals is sent home three times during the school year. Data on student IEP goals is collected at the beginning, middle, and end of the school year and will be sent home with the November, January and June report cards.

PARENT/TEACHER CONFERENCES/VISITATIONS

In addition to the IEP meeting, phone or in–school conferences can be scheduled at report card time during the 1st, 2nd, and 3rd quarters. Individual conferences or classroom visits can also be scheduled to accommodate parents who so request.
**GRADING**

Grades are assigned to help students and their parents follow the student’s progress in school. For students in the Elementary grades (1<sup>st</sup>–5<sup>th</sup>), a rubric scale is used to communicate progress:

- 5 = Independently applies skill/knowledge in various situations
- 4 = Applies skill/knowledge and/or completes work with minimal assistance
- 3 = Becoming more confident in demonstrating skills/knowledge, though still somewhat dependent on adult prompting/guidance
- 2 = Making attempts, but requires assistance to demonstrate emerging skills/knowledge
- 1 = Despite repeated instruction, still unable to demonstrate skills/knowledge

For some of our older students in 4<sup>th</sup> or 5<sup>th</sup> grade, a more traditional grading scale may be used if it is considered developmentally appropriate to do so. This grading scale mirrors that which is used within the Middle School program:

<table>
<thead>
<tr>
<th>SCALE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>96-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

**HOMEWORK**

Homework is a Team Effort! Below, each team member’s role is defined. Our students do best when we all collaborate.

**Teacher Responsibilities:**
- Giving assignments during class and making sure they are explained clearly.
- Estimating the length of the assignment so that the task does not exceed the recommended time allotted for homework.
- Assigning homework on a regular basis and relating it to what is being taught in the classroom.

**Parent Responsibilities:**
- Setting aside a regular time each school day during which the student will be involved in some kind of homework activity.
- Providing a favorable study environment free from distractions.
- Expect daily assignments and insist that the student complete them.

**Student Responsibilities:**
- Recording directions for homework and asking questions for clarification.
- Complete homework assignments accurately, neatly, and on time.
- Asking the teacher about making up missed work.

**Purpose and Rationale:**

The purpose of this policy is to advance the academic achievement of PSD students. While debate over the topic of homework rages on in the Education Community, PSD holds fast to its belief that homework can support student achievement and that students who do homework tend to be motivated learners who perform to their potential in school. Homework should be consistently given, should be primarily for reinforcement, should be able to be completed fairly independently, and should receive timely feedback. Homework also has the
potential for increasing parent involvement. In addition to our rationale for homework, PSD also firmly believes that children need downtime, sleep, family time, and less than a 40–hour workweek.

Policy:
1. For the purpose of this policy, academic areas are defined as Language Arts, Social Studies, Science and Mathematics. For younger students (ages 7–11), for whom homework is appropriate, homework will be given no fewer than three nights per week in at least one academic area. For older students (ages 11–21), homework will be given no fewer than four nights per week in at least two academic areas. These assignments will be in addition to on–going or long–term project assignments.

2. Each student will be required to have an assignment book or folder, provided by the school, in which all homework assignments are recorded. For younger students, parents will be required to sign or initial the book for each night that homework is given. For older students, parents are not required to sign homework books, but teachers may require parent signatures for specific classes or individual students. Teachers may also request feedback from parents regarding homework assignments. (See attached sample.)

3. The benefits of well designed, quality homework outweigh simply having a lot of homework. More does not necessarily mean better or more rigorous expectations. Homework will be assigned in accordance with the following guidelines:

- Assignments should be able to be completed in a reasonable amount of time. Reasonable may be defined in terms of the students’ age, developmental level, and educational level. Based on research findings, the National Education Association (NEA) recommends a maximum of 10 minutes per grade level per night. PSD will implement the following time guidelines:

<table>
<thead>
<tr>
<th>Ages</th>
<th>Maximum Amount of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–7 years old</td>
<td>up to 30 minutes</td>
</tr>
<tr>
<td>7–9 years old</td>
<td>up to 45 minutes</td>
</tr>
<tr>
<td>9–11 years old</td>
<td>up to one hour</td>
</tr>
<tr>
<td>11–13 years old</td>
<td>up to 2 ½ hours</td>
</tr>
</tbody>
</table>

- Assignments should reinforce skills, content and concepts taught in the classroom and promote work habits (independence, responsibility, time management, study skills). The best homework assignments meet developmental needs and:
  - allow students to feel competent
  - allow students to share information about themselves or their lives
  - allow students to express their feelings or opinions
  - provide meaningful practice/inquiry
  - require active engagement, hands–on learning or other physical activity
  - allow for student choice
  - are adaptable to individual needs
  - include positive contact with parents/family
  - are socially interactive with peers or adults

- Preview reading assignments should have some type of follow–up during class time. Independent reading assignments are also encouraged, as appropriate.

- Homework assignments should be returned to students with constructive feedback within an instructionally relevant and reasonable amount of time. In–class supports, review, re–teaching should also be used as appropriate, based on student understanding of the homework. Homework will be no more than 10–15% of a student’s grade.
4. One of the primary goals of homework is to help students learn accountability. Giving a zero for incomplete homework alone does not hold a student accountable for the work that needs to be done. Accountability is having the student **finish** the work. Implementation and monitoring of homework will include the following guidelines:

- Students who do not complete homework assignments in a timely or satisfactory manner will be given the opportunity to work on homework during other designated times of the school day:
  - project work time
  - other prescheduled weekly times within the team
  - specially designed supports for individual students, as needed.

- Parents are strongly encouraged to review their child’s completed homework and then sign the homework book.

- Families and staff can use the homework feedback form (below) periodically to communicate concerns as needed.

- There is no requirement for parents to help their child fix any mistakes in their homework. Teachers will use this information for assessment and re-teaching purposes.

This form can be found on the PSD website at www.psd.org/parent

<table>
<thead>
<tr>
<th>Homework Feedback Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Homework Assignment(s):</td>
</tr>
<tr>
<td>Time needed to complete homework:</td>
</tr>
<tr>
<td>Homework was completed.</td>
</tr>
<tr>
<td>Homework was not completed.</td>
</tr>
<tr>
<td>Reason:</td>
</tr>
<tr>
<td>My child did not have the necessary material(s):</td>
</tr>
<tr>
<td>My child could not focus.</td>
</tr>
<tr>
<td>My child did not understand the work.</td>
</tr>
<tr>
<td>My child was too tired.</td>
</tr>
<tr>
<td>Other:</td>
</tr>
<tr>
<td>Please contact me regarding my child’s homework.</td>
</tr>
<tr>
<td>My phone number is:</td>
</tr>
<tr>
<td>The best time to contact me is:</td>
</tr>
<tr>
<td>Parent/Guardian Signature:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

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FEES

No fees are charged for tuition, educational materials, the use of books, etc. Library late fees may be assessed. Activities such as class trips may require family/student monetary support.

ASSEMBLIES/SPECIAL ACTIVITIES

Special programs are scheduled throughout the school year. At times our students, counselors and/or teachers will put on a program such as a play, character building events, or awards assembly. Sometimes we invite outside people such as guest speakers, students from another school, or entertainers, etc. Assemblies are interesting, entertaining, and usually offer a nice break from the regular schedule. Stay tuned for information via flyers/letters from your child’s teacher, email blasts, etc.

FIELD TRIPS

Field trips are arranged throughout the school year to support classroom instruction and expand educational experiences for students. These events are built in to the elementary curriculum to supplement classroom learning and provide hands on, language experiences for our students.

AFTER SCHOOL PROGRAM (ASP)

PSD provides after school activities for students in grades 3-12 on Tuesdays and Thursdays from 3:00-4:45pm throughout the year. There are three ASP cycles per year with various activities such as sports, crafts, and hiking. There is no cost for students to join ASP but transportation must be approved by each student’s school district at their annual IEP meeting. Forms will be sent home for your child to sign up for ASP groups 3 times a year from the Athletic Director. Students can be canceled from participating in ASP activities if they violate any of the school rules while participating in activities or if they are suspended.
Our Beliefs

- Our students need to share books with parents and caregivers at home if we want them to become readers, and value reading. Our students check out a variety of books from the library once a 6-day cycle.
- We need to trust our students, and their parents/caregivers, and presume they can bring a book from the Library at school to home and back again. It builds a sense of trust, both in the student and the parent. We need to presume competence, not incompetence.
- Books are to be read and used, and not sit on shelves. We need to use our books, often. We want them to be read, shared, paged through, loved. It creates a community of people who love books. We want to hook our students in to the enjoyment of reading and books.
- We need to walk the walk if we are going to talk the talk. Readers talk about what they read, they share their reading, they often carry a book around with them, they tell others about what they are reading and they share recommendations about books. Let’s make this happen in our community!

Taking PSD Books Home Guidelines

1. One book a week will go home with students. They may have signed out 2 or 3, or more, but they will choose ONE to go home. It will go home once a week.
2. Students will sign a “contract” that they will care for and respect their Library book. It will be between student’s homeroom teacher, student, and parents. The contract will be sent home each year.
3. Note: the contract does NOT say anything about losing take home privileges should they forget or lose a book.

The benefits of reading, and sharing the love of reading, outweigh the risks of losing Library books.

Penny Starr-Ashton
Library Manager/Reading Specialist
pstarrshaton@psd.org
INDIVIDUALIZED EDUCATION PLANS (IEPs)

During the course of each school year, we are required to have an annual IEP Meeting for each of our students. An IEP Review can also be held at any time throughout the year. Your local school district representative and outside agency representatives may also be attending, in addition to related PSD staff. Our IEP Coordinator will be contacting each of you, along with the above–mentioned participants to schedule the meeting for your child. These meetings are quite important for all us to attend to insure appropriate programming and progress for your child. Please give advanced notice to the IEP Coordinator if you need to re–schedule, since all of the participants will need to be notified in a timely manner.

Kim Stephan, IEP Coordinator
215-951-4730 (voice)
267-331-4374 (vp)
215-459-3572 (text)

SUPPORT SERVICES (IEP RELATED SERVICES)

A student or parent/guardian may request the following services through the IEP process.

- Adapted Physical Education
- American Sign Language (ASL) Services
- Audiological Services
- Counseling Services
- Educational Assessment/Evaluation
- Occupational and Physical Therapy
- Psychological Services
- School Nurse
- Social Worker
- Speech/Language Therapy
CLASSROOM MANAGEMENT

The Pennsylvania School for the Deaf strives to support our students in their development of responsibility in decision-making and for his/her behavioral choices. Within the Elementary Department, we use Responsive Classroom teaching strategies to support our children’s progress within the social curriculum alongside their academic progress. In order to live in today's society, it is of utmost importance that each child be taught congeniality, respect for self and others, self-awareness, decision making, responsibility, positive communication skills, and the attainment of the academic level of which he or she is most capable. We recognize that a child's education rests not only in the academic knowledge they acquire, but also in the character they develop. It is not the posting of consequences, but the practice of them that makes the difference.

Principles of a Responsive Classroom

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are:
   - Cooperation
   - Assertiveness
   - Responsibility
   - Empathy
   - Self-control
   (often referred to in the Responsive Classroom approach with the acronym CARES).
5. Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: lasting change begins with the adult community.
Ten Teaching Practices of *Responsive Classroom®*

1. **Morning Meeting:** Teachers lead students in a daily gathering that uses a consistent format for friendly greetings, sharing of news, having fun together, and warming up for the day of learning ahead.

2. **Creating Rules:** Teachers collaborate with students to develop classroom rules that support everyone’s learning.

3. **Interactive Modeling:** Teachers actively involve children in purposeful demonstrating and analyzing key behaviors that support both the social and academic curricula.

4. **Teacher Language:** Teachers consciously use words as a professional tool to promote learning, community, and self-discipline.

5. **Logical Consequences:** Teachers respond to misbehavior with consequences that are respectful of the children and supportive of their efforts to learn how to fix their mistakes.

6. **Guided Discoveries:** Teachers introduce students to classroom materials in a way that encourages the children to use the materials independently, creatively, and responsibly.

7. **Academic Choice:** Teachers use children’s interests and the powerful learning cycle of planning, working, and reflecting to maximize students’ academic growth.

8. **Classroom Organization:** Teachers organize materials, furniture, and displays in ways that encourage students’ independence, cooperation, productiveness, and other positive behaviors.

9. **Working with Families:** Teachers design avenues for respectful, two-way communication and collaboration with students’ families.

10. **Collaborative Problem–Solving:** Teachers use structured approaches for working together with students to solve academic and social problems and teach them skills for solving problems with increasing independence.
Our Team Rules:
1. Respect people and yourself. 
2. Respect property. 
3. Demonstrate responsibility. 
4. Demonstrate safety.

Level I Rule:
- Respect people and yourself.

Example Behaviors that violate our first rule (not an exhaustive list):
- Classroom disruption
- Disrespectful language/gestures
- Unreasonable noise/activity
- Leaving the classroom without permission/pass
- Unsafe use of school property

Related Consequences:
- Warning (use of a signal or verbal prompt to help the student self-correct their behavior)
- Time out (use of a chair/space within the classroom/cubby area, where a student goes to calm down and/or reflect on how they can improve their self-control)
- Reparation: “You Break It; You Fix It” (providing a means for a student to fix something that they broke, damaged, ripped, etc. For example: If a student was upset/overwhelmed by a Math paper and ripped the paper, they could fix it by taping it back together.)
- Reparation: “Apology of Action” (guiding the student to do something nice for another person who they may have insulted or hurt their feelings in some way: playing a game with them, helping them carry their lunch tray, etc.)
- Loss of Privilege (used when a student misuses/abuses a privilege – For example: misuse of the classroom’s pencil sharpener may result in not being allowed to use it independently for a designated period of time.)

If a student does not accept staff signals calmly and respectfully. The next level of consequences are as follows:
- Reflection time/Chill Chair – K-3rd
- Reflection Form – end of 2nd grade - 5th grades
- Meeting with Behavior support aide/Principal

If behavior consistently occurs, all reflection forms will be reviewed by the team to determine interventions and strategies to decrease behavior.
Reflection Form Use Guidelines
These guidelines are to ensure consistency in the use of the Reflection Forms across Elementary School classrooms/teams/the cluster. They also serve to address the developmental needs of our students, as they learn appropriate social skills and school behaviors.

Reflection Forms:

<table>
<thead>
<tr>
<th># times/week</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Reflection Form</td>
<td>Meeting with classroom staff</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Reflection Form</td>
<td>Meeting with classroom staff</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Reflection Form*</td>
<td>Meeting with classroom staff</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Reflection Form*</td>
<td>10 minutes @ Time Out Office &amp; Meeting with classroom staff *</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Reflection Form*</td>
<td>20 minutes @ Time Out Office &amp; Meeting with classroom staff *</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Reflection Form*</td>
<td>30 minutes @ Time Out Office &amp; Meeting with classroom staff *</td>
</tr>
</tbody>
</table>

*A home contact must be made when a 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> Reflection Form is utilized within the same week. We want to ensure home – school communication. Our work together to support our students’ learning of needed social-emotional skills is so important. A home contact can also occur for the 1<sup>st</sup> and 2<sup>nd</sup> times within the same week upon parent/guardian request or upon repeated behaviors in consecutive weeks.

Additional non-compliance may result in
- A request for a Student Behavioral Contract and follow-up Planning/Re-entry Meeting with a parent/guardian if needed, and/or
- A referral for a Functional Behavioral Assessment (FBA) and follow-up Re-evaluation Report and IEP meeting.

Level II Rule:
- Demonstrate responsibility.

Examples of behaviors that violate our Level II rules in the classroom (not an exhaustive list):
- Not wearing your PSD uniform.
  ➢ Consequence: “You Break It; You Fix It:” Change your clothes
- Incomplete home work/school work
  ➢ Consequence: “You Break It; You Fix It”/Loss of Privilege: Make-up the work @ designated time, all work noted as incomplete until made up and turned in
  ➢ Consequence: Unwillingness to make up work will have a direct impact on your grade. Incomplete scores will be changed to zeros after one unaccepted opportunity to make up class work.
- Missed class due to behavior related consequence
  ➢ Consequence: “You Break It; You Fix It”/Loss of Privilege: Make-up the work @ designated time

Level III/IV Rules:
- Respect property.
- Demonstrate safety.

Example Behaviors that violate our Level III/IV Rules (not an exhaustive list):
- Out of control behaviors that are potentially harmful to self/others
- Bullying/threats to others/cyberbullying (see below for specific examples)
- Sexual harassment/inappropriate behavior
- Obscene language/gestures
• Leaving building/school grounds without permission
• Throwing harmful object at someone with intent to harm
• Damage/destruction of school property
• Physical fighting/hitting others
• Pulling fire alarms
• Stealing

Hitting staff warrants an automatic full day/home suspension with a re-entry meeting for 4th & 5th graders

Related Consequences for our level IV rules:
Elementary: 1st- 2nd Grades
• 1st time/week: • Time Out Office Meeting@ 10 minutes & Home Contact
• 2nd time/week: • Time Out Office Meeting and reparation planning @ 20 minutes & Home Contact
• 3rd time/week: • Time Out Office Meeting and reparation planning @ 30 minutes & Home Contact

Elementary: 3rd – 5th Grades
• 1st time/week: • Time Out Office Meeting and reparation planning @ 30 minutes & Home Contact
• 2nd time/week: • Time Out Office and reparation planning @ 1 hour & Home Contact
• 3rd time/week: • In School Suspension (ISS) @ 3 hours, Home Contact and Re-entry Meeting (student may return to classes but parents are required to attend meeting at their earliest convenience, can be over the phone)

Additional non-compliance may result in
• Full Day/Home Suspension & Re-entry Meeting
• A request for a Student Behavioral Contract and follow-up Planning/Re-entry Meeting with a parent/guardian if needed
• A referral for a Functional Behavioral Assessment (FBA) Referral and follow-up Re-evaluation Report and IEP meeting.

BULLYING / CYBER BULLYING / HARASSMENT
PSD believes that every individual deserves to come to school without fear of demeaning remarks or actions. Any bullying / cyber bullying / harassment of other students or members of the staff, or any other individuals are not permitted. This includes any speech or action that creates a hostile, intimidating, or offensive environment.

PSD Anti-Bullying Rules:
1. We will not bully others in or outside of school.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

In an effort to curtail bullying situations school-wide and off-campus, students will be held accountable in and out of school when out of school behaviors impact the learning of any student. Immediate and appropriate consequence for any student(s) who bullies involves the following:
• 1st time- 3 hours ISS with home contacts to all students’ parents/guardians that are involved
• 2nd time- 6 hours ISS, ask parents to come to school for re-entry meeting.
• 3rd time- OSS and re-entry meeting.

Students will need to develop an action plan of how to do an apology of action in all bullying situations. Listed below are some examples of behaviors that constitute bullying / harassment.
**BULLYING**

A person is bullied when he or she is purposefully exposed, repeatedly and over time, to negative (mean or hurtful) words and/or actions on the part of one or more other persons, and he or she has difficulty defending him or herself.

**Bullying involves such actions that are pervasive, unwanted, and/or repeated such as:** Hitting, kicking, pushing, shoving or influencing someone to hurt another, racial slurs, name-calling, teasing, taunting, verbal or sexual harassment, gossiping, spreading rumors, threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying

**CYBERBULLYING**

Cyber bullying is bullying that occurs through the use of electronic or communication devices such as email, instant messaging, text messages, blogs, chat rooms, social and gaming websites photo and video sharing through digital messages, images sent to a pager or cell phone and videophone / webcam conversations and recordings.

**Cyber bullying involves such actions as:** Inappropriate Facebook conversations or posts, inappropriate Tweets, Text harassment, VP harassment, inappropriate texting, inappropriate VP use, rumor spreading through digital media or social networking sites, etc.

**HARASSMENT**

Harassment includes but not limited to: Threatening, hostile or intimidating gestures or actions or behavior against another because of gender, age, race, color, sexual orientation (known or perceived), gender identity perception (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

**Sexual Harassment is harassment related to sexual orientation (known or perceived), physical appearance, and gender identity perception (known or perceived).**

**Sexual Harassment involves such actions as:** The making of written, text messaging or oral innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the school. Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the school.

**Sexual Assault involves unwanted physical contact of a sexual nature such as:** Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual actions or intercourse with a fellow student, staff member, or other person associated with the school.

**INVESTIGATING BULLYING / CYBER BULLYING / HARASSMENT**

A student who believes that he / she is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the school should take the following steps:

- If the alleged bully / harasser is a student, the student being bullied should, as soon as possible after the incident, contact his/her Administrator.
- If the alleged bully / harasser is a staff member, the affected student should, as soon as possible after the incident, contact the Head of School.

The student may submit a report in writing, by telephone or VP, or in person. The reporting student should provide the name of the person(s) whom he / she believe to be responsible for the harassment and the nature of the harassing incident(s).

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No information will be released to anyone, who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved will discuss the subject outside of the investigation.

If the investigation reveals that the complaint is valid, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance of the harassment or its recurrence.

Given the nature of bullying / harassing behavior, the school recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges. Some forms of sexual harassment of a student by another student may be considered a form of child abuse, which will require the student-abuser be reported to proper authorities.

**Level V – These behaviors go beyond our school rules and risk the safety of the students in our school. These are examples of behaviors that will result in immediate expulsion (not an exhaustive list):**

- Drugs (possession, distribution, use)
- Weapons (possession, distribution, use)
- Serious Bodily Injury (substantial risk of death, extreme physical pain, disfigurement, loss/impairment of body part/organ or mental faculty)
- Any behavior determined by the school which causes unmanageable risk, danger, or harm to the school, its personnel, or its students and families

**Consequence:**
- Student will be removed from school for up to 45 days
- A Manifestation Determination will be conducted. If this behavior is not a result of a student’s disability, they may be expelled from school.

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**CAFETERIA RULES AND REGULATIONS**

**Elementary students will:**
- Behave in a polite and cooperative manner.
- Go through the lunch line calmly and one at a time.
- Remain seated at their table unless given permission.
- Clean up around the table area before leaving the cafeteria.
- Stay in the cafeteria until they are dismissed.
- Take food from the cafeteria only with staff permission.

**Additional Cafeteria information for families:**
- For students who bring their own lunch:
  - Soda is not permitted.
  - Send warm food in a thermos that can keep it at the correct temperature. Students do not have access to microwave use.
SCHOOL BUS REGULATIONS

Bus transportation is available to PSD students. The Student Code of Conduct is in effect while on the bus or waiting for the bus.

School Bus Rules

1. Respect yourself and other people.
2. Respect Property.
3. Demonstrate Responsibility.
4. Demonstrate Safety.

PERSONAL DEVICE POLICY

Elementary students are not permitted to bring cell phones or other personal devices to school. If a student brings a device to school, it will be stored in a locked space until the end of the school day. PSD is not responsible for lost, stolen, or damaged devices. Violation of this rule will result in loss of privilege. Students will be required to lock phones with the principal upon arrival. Repeated incidents (i.e. bullying on social media, phones out of lockers at undesignated times) will result in parent contact and/or meeting to resolve issues. In severe or repeated instances that impact student learning, student devices may be held until a parent/guardian can come to PSD to pick them up.

Personal Devices include:

- Cell phones
- Game systems
- Tablets
- Laptops
STUDENT USE OF THE PSD NETWORK, E–MAIL SYSTEM AND INTERNET: 
ACCEPTABLE USE POLICY

PURPOSE

To provide students with the technology resources needed to learn in a 21st century classroom. We believe that the Internet offers vast, diverse, and unique resources to students provided this policy is strictly followed. Students may use the network for educational, school–related purposes only. The purpose of this policy is to ensure that the technology on campus is used appropriately.

USER RESPONSIBILITIES

Students are accountable for responsible behavior on all technology devices at PSD. Computers, servers and network are the property of PSD. Students should have NO expectation of privacy on any form of technology at PSD. The technology provided is not a right but a privilege. It is essential for each student to recognize his or her responsibility in having access to technology at his or her fingertips.

- Students may not move, repair, reconfigure or modify PSD technology.
- Students may not download or install any software or programs onto PSD technology.
- Student must obey all applicable copyright laws. Materials accessed through the Internet must be properly cited when referenced.
- Students should immediately report to the System Administrator all violations of this policy they witness or of which they have otherwise become aware.

A. PROHIBITED USES

Users are specifically prohibited from engaging in any of the following activities:

- placing unlawful information on a system;
- viewing, accessing, transmitting, downloading or storing text, images or materials that are abusive, inflammatory, defamatory, harassing, offensive, discriminatory or otherwise prohibited by PSD harassment and non–discrimination policies;
- viewing, accessing, transmitting, downloading or storing text, images or materials of a sexually explicit, obscene or pornographic nature;
- viewing, accessing, transmitting, downloading or storing text, images or materials that portray excessive, socially unacceptable violence;
- uploading, downloading, copying, disseminating or printing copyrighted materials (including software) in violation of applicable copyright laws;
- gambling or engaging in any other activity in violation of federal, state or local law;
- sending messages that are likely to result in the loss of recipients’ work or damage to the recipients’ systems;
- soliciting business opportunities or money for personal gain and/or conducting business for personal gain;
- intercepting or disclosing the contents of e–mail messages without permission of the sender or receiver;
- using someone else’s identity on the network;
- allowing another person to use, or failing to protect use of, one’s network account;
• making unauthorized statements about PSD or communicating, transferring, viewing, making, sending, receiving, retrieving, printing or disseminating unauthorized messages concerning PSD, its operations or its competitors;

• unauthorized posting of any material on the World Wide Web.

• Facebook and other social media sites are not to be accessed

• harassing, discrimination against, insulting or attacking others;

• knowingly or recklessly posting false or defamatory information about a person or organization;

• tampering with or disabling PSD’s filtering software.

• unauthorized manipulation of PSD’s computer system, programs, or data (including tampering with or altering the district’s student records/grading program or files);

• breaching network security and/or workstation security;

• trespassing in another’s folders, work or files.

• Students shall not use the internet or any other communication device to intimidate, bully, harass, threaten, or embarrass other students or staff members. Students who engage in such activities on school grounds or who engage in such activities off campus, including one’s home and personal internet use, and create a material disruption of school operations shall be subject to discipline for threats, bullying, and/or harassment.

Violation of this policy may result in loss of computer/iPad privileges and discipline up to and including suspension or expulsion.

**Content Filtering**

With widespread access to computers, iPads and the Internet, comes the availability of material that may not be considered to be of educational value in a school setting or that may be contrary to the values, mores and culture of the school and community. PSD has taken available precautions, including the installation of monitoring and blocking hardware and software, to restrict access to objectionable materials on the Internet. However, on a global network it is impossible to control all materials and users may be able to discover controversial material. We firmly believe that the value of the information on the Internet far outweighs the possibility that users may obtain material that is inconsistent with the PSD educational goals and values. Users should report any such content to the System Administrator.
INJURY/ILLNESS

The Nurse’s office is maintained for students who might be injured or become ill during the school day. If a student is injured or becomes ill they should report it to their teacher and then to the Nurse’s office. The Nurse will contact the parent/guardian.

DISPENSING OF MEDICATION TO STUDENTS

PSD will permit the distribution or dispensing of medical supplies or medication by approved personnel who are employees of PSD on school property during the regular daily schedule. Those authorized will be the School Nurse or their specific designated representative for each occasion. The School Nurse shall be responsible for the general monitoring of medication and health programs. The Nurse shall be the only person to give injections or supervise self–administered injections.

The following procedures shall be used in the administration of the policy:
1. Prescription medication or over the counter medicine approved by the family doctor will be the only medicine dispensed to students.
2. Written orders from a physician must be issued to the school stating:
   • Diagnosis
   • Name of medication and dosage
   • Time the medication is to be administered
   • Date medication is to begin and end
   • All adverse reactions that should be reported to the physician
   • Special instructions for the administration of the drug, including storage, sterile conditions, etc.
3. Written permission from the parent and/or guardian must accompany specific physician orders and medication(s).
4. Medication is not to be taken without the above information.
5. Non–prescription medication will only be given with written parental permission and medication is in the original bottle.
6. Medication must be sent to school in a container appropriately labeled by a pharmacist or physician. Medication is not to be sent in tissue, plastic wrap, etc.
7. Parents will furnish all medication.
8. The student is to bring the medication, physician orders and parent permission slip to the Nurse's office.
9. The School Nurse will check the authenticity of medication. If further clarification is needed, the parents will be contacted.
10. All medication will remain in a locked cabinet either in the office or in the clinic area as indicated.
11. It is the student's responsibility to report to the appropriate area when medication is due to be given.
12. An adult must dispense all medication.
13. Records will be kept on a medication sheet, which includes:
   • Student name
   • Name of medication
   • Initials of person dispensing medication
   • Date
   • Time
14. The student is not to take any medication without proper authorization from the Nurse.
15. Medication taken over a prolonged period should be sent to school with more than one dose in the original bottle. The orders and parent/guardian's note should explain this.
16. Students taking prolonged medication will have their parent/guardian notified by the school when a refill is needed.

Pam Boon
Monday –Thursday Nurse for 1st Grade–High School

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ATTENDANCE PROCEDURES

The State of Pennsylvania requires children between the ages of six and eighteen to attend a public, private or parochial school. We wish to promote a good school attendance. There is a close relationship between the students’ success in school and their attendance.

ABSENCE PROCEDURES
When it is necessary that a student be absent, the parents are required to call the school’s Attendance Secretary by 9:00 a.m. each day.

215-951-4705 (voice)
267-331-4690 (vp)
cwaldron@psd.org (email)

EXCUSED ABSENCES
A student who is absent from school must present to the Attendance Secretary a written note from their parent/guardian to cover the period of time during which the absence has taken place. The written note must be presented on the day of the student's return to school.

An excused absence will be given only for the following reasons:
- Personal illness.
- Illness in the immediate family.
- Death in the immediate family.
- Personal reasons.
- Any absences that have been approved by an Administrator prior to the absence.

MAKE-UP WORK
The school will honor requests for assignments to be done at home for students who are absent at home sick for a period of 2 days or more. Students have one day to make up work for every day absent. In case of communicable diseases, the school nurse shall have the final say as to whether schoolbooks shall be sent home.

UNEXCUSED ABSENCES
If the absence is not listed under excused absences, then the Admissions Office must approve it before it can be excused.

The following are some examples of non–excused absences:
- Personal reasons at home without phone call from parent.
- Staying home to do schoolwork.
- Remaining out of school because student or parents feel it is all right to do so.
- Going out of town without prior arrangements made in the main office. (Note from parent must be approved before leaving.)
- Getting to bed late because of an extracurricular activity. Example: sports activity or school play (school attendance comes before an extracurricular activity).
- Missing the bus. Transportation is available to all students except those who chose to use the SEPTA system.
- Oversleeping.
- Working at home.
TRUANCY
Your child’s educational success depends on their attendance. The following procedure will be followed when your child is absent:

1. **If your child is absent 3 days in one week**, you will be contacted by the teacher.
2. **If your child is absent 3 consecutive days**, a doctor’s note is required clearing them to return to school and for absences to be excused. Any consecutive absence without a doctor’s note will be counted as unexcused.
3. **If your child is absent for 5 consecutive school days** with no contact between school or parent/guardian, PSD will conduct a home visit/wellness check with the school social worker.
4. **If your child is absent 5 days in one month**, parents/guardians will be contacted by the school social worker.
5. **If your child is absent 10 days total**, a letter will be sent to their home school district and parent/guardians. Parents will be required to participate in an attendance planning meeting with Social Worker and other school officials as needed.
6. After 10 absences, letters will be sent to LEA, parents, and placed in student file in 5 day increments.
7. **If your child is absent 15 days total in one quarter** an IEP Review meeting with LEA, with Director of Academic Affairs and/or Director of Student Affairs, Principal, and Social Worker

EXCUSED LATE ARRIVALS
Late arrivals to school are excused for the following reasons:
- Late school bus arrivals
- Doctor appointments with a note from a parent or appointment card from the doctor
- Personal illness (with a note from parent)
- Other reasons as approved by the Director of Student Affairs.

A note or phone call must be received the day of the late arrivals in order for it to be excused.
Christine Waldron
Attendance Secretary
215-951-4705
cwalron@psd.org

Parent/Guardian must sign in/out the student in the Education Office.
Kristin Diffenbacher
Administrative Assistant: Director of Student Affairs
215-951-4732
kdieffenbacher@psd.org

EARLY DISMISSAL/PICK UP
When a student has a medical or other legitimate appointment during the school day, he/she is to bring a written note signed by a parent/guardian indicating the reason for the early dismissal and dismissal time. The parent/guardian must contact the Education Office to notify the school of your child’s need to leave school early for an appointment, or if someone other than the parent/guardian will pick him/her up or in person before a student will be released for an early dismissal.

Anyone picking up a student MUST have a valid photo ID with a signature and be listed on the student pick up form sent home every fall prior to releasing the student to him or her.
Reason for early dismissal:
- Doctors or dentist appointment.
- Illness in the family.
- Death of a relative.
- Arrangements approved by an Administrator.
The parent/guardian and/or student must come to the Education Office to sign in your child for late arrival drop offs or to complete an Early Departure Form for early dismissal/departures. The student will remain in class until sent for by the office once the parent has arrived.
CHANGE OF ADDRESS AND CONTACT INFORMATION

If a student have recently moved or plan to move, please be sure to notify the Transportation personnel, two or three weeks in advance of the move. Several weeks’ notice is usually required by the School District of Philadelphia to process a student’s new bus route assignment. By giving sufficient advance notice of the move, the student will not miss valuable school time while new bus service is arranged.

**Transportation Manager**
215-951-4759 (office)
267-246-1348 (cell)

**Transportation Coordinator**
215-951-4752 (office)
267-228-2469 (cell)

If a parent/guardian’s work and/or home telephone, cell phone number and/or emergency contact numbers have been changed, please notify the Student Affairs Office as soon as possible so that YOU can be reached in any case of emergency.

**Custody, Court Orders and Changes of Family Status**

PSD encourages parents to be actively involved in their child’s care and education. In providing care for a child, continuing and meaningful contact with both parents is ideal when possible. Therefore, the school will not prohibit parents from accessing records, attending activities or participating in conferences pertaining to their child unless otherwise required by court order or law.

The school denies a parent access to their child only if there is a legal document, which addresses that denial. In these circumstances, we require (1) a certified copy of the current court order which states the rights or restraints ordered, (2) a letter from the custodial parent stating that the non–custodial parent is not allowed to pick up the child and (3) a photo of the non–custodial parent to help us with identification. We cannot accept information regarding the validity of orders over the phone; only written instruction will be accepted. Visitation schedules and parenting plans are agreements made between parents and are not binding to the school. The school will release a child to either parent in accordance with school policy unless otherwise directed by a valid court order. Visitation with the non–custodial parent will not be permitted to take place at school. The school discourages parents from involving school staff in disputes over custody, visitation schedules, child support and other related issues. Staff members must stay focused on providing children the highest level of care. To do so, they must maintain good relationships with custodial parents and should not be asked to support one parent over another. Staff will not testify or otherwise participate in a custody dispute in their capacities as school employees unless served with a subpoena. Often, child records can provide the same information as the testimony of a staff member, and parents have access to child records by law. Parents are encouraged to use records rather than staff testimony in resolving these types of disputes

**VIOLATIONS OF THE CONFIDENTIALITY POLICY:** PSD takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the agency. Parents must understand the implications of this responsibility. Parents need to recognize that the Confidentiality Policy not only applies to their child or family, but to all children, families and employees associated with PSD. Any parent who shares any information considered to be confidential, pressures employees or other parents for information, which is not necessary for them to know, will be considered to be in violation of the Confidentiality Policy.
VISITORS
Visitor Policy for Families

Parents and families are encouraged to visit classes and special programs. In order to visit your child’s classroom, please schedule a time with the classroom teacher prior to the day of your visit.

To visit our classrooms, please complete the following steps:

1. Complete and return the authorized visitor list.
2. Contact your child’s teacher to make arrangements to visit.
3. Arrive with your valid photo ID.
4. Sign in at the Administration Building and receive a pass. Please place the pass where it is visible to all staff and students.
5. If you are volunteering in the classroom, provide evidence of clearances.
6. While on campus, please remain with the class at all times.

Administration Building
Get your Visitor’s Pass/Nametag here!
Elementary Handbook
Acknowledgement of Receipt

Please complete and return this form.

I have received and read the Elementary Handbook.

_________________________________________    ______________
Parent/Guardian signature                     Date

_________________________________________    ______________
Parent/Guardian signature                     Date

_________________________________________    ______________
Student signature                             Date

Notes to the Principal: