

The Academies at Roxborough High School

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STAFF HANDBOOK 2025 – 2026



Principal

Kristin Smalley

Assistant Principal

Megan McCarthy-May

Assistant Principal

Julian Saavedra

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Note:

This handbook is subject to change at any time per administrative discretion.

dated & added to the “updates” section of the document.

Mission and Vision

Core Values

- **Safety** is imperative to our work.
- **Equity** requires needs-based distribution of resources.
- **Collaboration** involves gathering and honoring community voices.
- **Joy** inspires active engagement and belonging.
- **Trust** is built through good communication, public transparency, and holding ourselves accountable.
- **Ambition** requires us to work with urgency to accelerate student achievement.

Vision

To prepare students to imagine and realize any future they desire.

Mission Statement

All sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected.

[SDP Goals & Guardrails](#)

[SDP Strategic Plan](#)

[School District of Philadelphia Employee Handbook](#)

[Employee Code of Ethics](#)

[Board of Ed Policies](#)

[Information Technology Guidelines](#)

The Academies at Roxborough High School:

The Academies at Roxborough High School develop strong college and career competencies that empower students to contribute to the global society.

The Academies at Roxborough High School's Instructional Vision

We believe that **if we focus** on high quality lesson planning and tier 1 instruction aligned to standards/curriculum and informed by data **and if we implement** consistent and intentional coaching cycles while leveraging PLC spaces for teacher collaboration around instructional best practices **then** we will see improvement in staff culture, Keystone outcomes, student discourse and ownership in the classroom.

Staff Directory

Administration

Principal Assistant Principal Assistant Principal	Kristin Williams Smalley Megan McCarthy-May Julian Saavedra
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Leadership Team

SBTL/Math Lead/BTE Lead English Lead VAP Lead Social Studies Lead/9GA Coordinator Science Lead/HSR Lead Dean of Students Dean of Students Special Education Compliance Monitor Athletic Director Roster Chair School Technology Coordinator (STC) Testing Coordinator	Leon Thurlow TBD TBD Christine Arnold Barbara Algieri-Doyle Lauren Ashby Joshua Vaughan TBD John Quirus Mark Dumsha Jeff McKenna Jeff McKenna
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Support Team

School Nurse School Counselor School Counselor School Counselor STEP Case Manager STEP Clinical Coordinator	Dr. Bashira Charles Nabeelah Bey Laurie-Jean Lawley Rebecca Jones Sherron Gaines Dr. Damolla Haywood
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Climate Team

Dean of Students Dean of Students Climate Support Specialist (Lead) Climate Support Specialist Climate Support Specialist Climate Support Specialist Climate Support Staff (5 hr) Climate Support Staff (5 hr)	Lauren Ashby Joshua Vaughan Freda Washington Brooke Alston Kornelius Kenan Vacancy Vacancy Marc Skinner
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Administrative Support

Secretary Secretary Partnership Coordinator	Jose Loyola-Barragan Elaine Ransom-Goodman Malik "Rey" Sylla
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School Safety Officers

Area Manager Supervisor School Safety Officer School Safety Officer School Safety Officer School Safety Officer School Safety Officer	TBD Andrea Frattaroli Ian Monaghan John Banks Kaleah Draper TBD TBD
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School Operations

Building Engineer	Shawn Robinson
Cafeteria Manager	Tonya Butler
Housekeeping Manager	TBD
Day Time Custodial Staff	Keon Purnell

PFT Building Committee

Building Representative	Daniel Reyes
Teacher Representative	Karen Cooke
Teacher Representative	Rose Marie Kalogerakis
Teacher Representative	Kelly Patterson
Teacher Representative	Bob Smith
Paraprofessional Representative	George Hines
Secretary Representative	Jose Loyola Barragan
Cafeteria Representative	Tonya Butler

Academy Model

Visual Arts Production	
TBD, Coordinator	Megan McCarthy-May, Administrator
Film & Video Production Graphic Design VAP CTE Supplemental/	Mohammad Azim Siddiqui John Paone Rose Kalogerakis
Academic Counselor Behavioral Health Counselor	

Business, Technology & Entrepreneurship	
Leon Thurlow, Coordinator	Julian Saavedra, Administrator
BTE CTE Supplemental Business Administration Marketing	Melisa Wolfson Kate Verica Maria Rowe
Academic Counselor Behavioral Health Counselor	

Health, Science & Research	
Barbara Algieri-Doyle, Coordinator	Megan McCarthy-May, Administrator
Biotechnology Kinesiology JROTC	Courtney Thompson Steven Nori and Michael Powell Sgt. Antonio Beadles
Academic Counselor Behavioral Health Counselor	

9th Grade Academy	
Christine Arnold, Coordinator	Julian Saavedra, Administrator
Academic Counselor Behavioral Health Counselor	

Bell Schedules

Regular Bell Schedule

The Academies @ Roxborough High School			
	Bell Schedule 2025-2026		
	Revised May 02, 2024		
Periods	All Days		
Name	Start	End	Lunch
ADV	7:30 AM	7:40 AM	
Transition	7:40 AM	7:43 AM	
1a	7:43 AM	8:27 AM	
1b	8:27 AM	9:05 AM	
Transition	9:05 AM	9:08 AM	
2	9:08 AM	9:52 AM	
Transition	9:52 AM	9:55 AM	
3	9:55 AM	10:39 AM	9th Grade
Transition	10:39 AM	10:42 AM	
4	10:42 AM	11:26 AM	HSR
Transition	11:26 AM	11:29 AM	
5	11:29 AM	12:13 PM	VAP
Transition	12:13 PM	12:16 PM	
6	12:16 PM	1:00 PM	Business
Transition	1:00 PM	1:03 PM	
7	1:03 PM	1:47 PM	
Transition	1:47 PM	1:50 PM	
8	1:50 PM	2:34 PM	

Early Dismissal & Activity Schedule

The Academies @ Roxborough High School			
	Bell Schedule 2025-2026		
	Revised May 02, 2024		
Periods	Early Dismissal Days		
Name	Start	End	Lunch
ADV	7:30 AM	7:42 AM	
Transition	7:42 AM	7:45 AM	
1a	7:45 AM	8:09 AM	
1b	7:45 AM	8:09 AM	
Transition	8:09 AM	8:12 AM	
2	8:12 AM	8:32 AM	
Transition	8:32 AM	8:35 AM	
7	8:35 AM	8:55 AM	
Transition	8:55 AM	8:58 AM	
8	8:58 AM	9:18 AM	
Transition	9:18 AM	9:21 AM	
3	9:21 AM	9:51 AM	9th Grade
Transition	9:51 AM	9:54 AM	
4	9:54 AM	10:24 AM	HSR
Transition	10:24 AM	10:27 AM	
5	10:27 AM	10:57 AM	VAP
Transition	10:57 AM	11:00 AM	
6	11:00 AM	11:30 AM	Business

Late Arrival Bell Schedule

The Academies @ Roxborough High School			
	Bell Schedule 2025-2026		
	Revised May 02, 2024		
Periods	Late Arrival		
Name	Start	End	Lunch
ADV	9:30 AM	10:00 AM	
Transition	10:00 PM	10:03 PM	
1a	10:03 PM	10:43 PM	
1b	10:03 PM	10:43 PM	
Transition	10:43 PM	10:46 PM	
3	10:46 PM	11:16 PM	9th Grade
Transition	11:16 PM	11:19 PM	
4	11:19 PM	11:49 PM	HSR
Transition	11:49 PM	11:52 PM	
5	11:52 PM	12:22 PM	VAP
Transition	12:22 PM	12:25 PM	
6	12:25 PM	12:55 PM	Business
Transition	12:55 PM	12:58 PM	
7	12:58 PM	1:28 PM	
Transition	1:28 PM	1:31 PM	
8	1:31 PM	2:01 PM	
Transition	2:01 PM	2:04 PM	
2	2:04 PM	2:34 PM	

Staff Attendance and Reporting of Absences

Clocking In & Out

**** Under no circumstances are you to sign in for someone else****

- Kronos and AESOP will be used for clocking in/out and submitting absences.
- Employees must accurately record their daily attendance in Kronos (the district's ERP timekeeping system).
- **All School District of Philadelphia (SDP) employees must use their SDP badges to clock in and out on the KIOSK CLOCKS located in the building. The Kiosks are located in the Main Office and in the staff entrance hallway (next to the cafeteria.)**

To be considered on time, teaching staff must clock in each day and be at their **ASSIGNED** locations by **7:30 A.M.** Classroom Assistants & 1:1 must clock in and are expected to be at their **ASSIGNED** locations by **7:30 A.M., 7:15 A.M., & 7:00 A.M.** depending on the morning deployment plan.

Assigned location is defined as a classroom, office or other area assigned by administration by the start of the workday.

Teaching staff are to clock out no earlier than **2:34 P.M.** Classroom Assistants & 1:1 are to clock out no earlier than **3:30 P.M., 3:00 P.M. or 2:45 P.M.** depending on the afternoon deployment plan.

Schedule exceptions may apply based on role (i.e. Climate Staff, Cafeteria Staff & School Safety Officers.)

It is the employee's responsibility to accurately record all time worked. **If a clock in or out is missed, employees should notify the secretary (Ms. Elaine Ransome-Goodman) and their manager (assigned Assistant Principal) via email on the day of the missed punch.**

Staff members who leave the building for any reason, official or unofficial, with the exception of lunch, during work hours must sign out in the **Prep Sign Out Book** provided for this purpose in the main office. Anyone leaving, regardless of reason, must sign back in. Failure to do so will result in the discount of a personal day. Please note: this includes leaving the building during a Credentialed Staff's Prep Period or Classroom.

Special Education Paraprofessional Break:

Special Education Paraprofessionals are entitled to a 30 minute lunch and two fifteen minute breaks each school day. The breaks and lunches may not overlap with their students' specials. Additionally, paraprofessionals should confer with the students' Case Manager to determine the best time to take a break. All break times should be shared with administration.

[CLICK HERE](#) to access the [Attendance and Leave Update \(effective: 21 22 School Year\): Kronos and Aesop](#)

Steppers are available at <https://www.philasd.org/erphelp/kronos/>

Staff Attendance Regarding Evening Meetings; e.g. Back to School Nights

Staff should follow the daily swiping in and swiping out procedures for attendance (Kronos). For the required evening meetings such as Back to School Night and Report Card Conferences, teachers should swipe in at their assigned start of work day and swipe out at the end of their work day, which would be after the evening meeting.

Your cooperation is necessary so that accurate accounting is made for your attendance as well as payroll records. The procedures are required of everyone.

Where can an Employee go for Kronos Support

- Email: ERPpd@philasd.org
Call the IT Help Desk: 215-400-5555 or email HelpDesk@philasd.org
Link to Support Materials and FAQs: <https://www.philasd.org/erphelp/kronos/>
- Absence reason or policy questions employeehealth@philasd.org

Employee ID Badge Issues

For questions regarding your employee-badges@philasd.org

If you are punching in or out at a Kronos kiosk and are seeing a green screen, but are not showing up on the Kronos report please contact itsecurity@philasd.org with [Badging] added to the email subject line.

If your badge is lost, damaged or the Kronos clock is not responding when you swipe, you can use the link below to make an appointment to come to 440 N. Broad Street. We are unable to send badges to schools. There is no fee at this time.

- [Badge Appointment link](#)

More information on these updated attendance and leave processes can be found [on SDP's website](#).

Reporting of Staff Absences

Process for reporting your Absence:

1. Enter your absence in Aesop (see below)
2. **EMAIL** all administrators and cc the roster chair & payroll secretary that you are going to be out.
 - a. Copy & Paste the following into the "To:" section of your email.
klwilliams@philasd.org, mmccarthymay@philasd.org,
jsaavedra@philasd.org, mdumsha@philasd.org,
eransomgoodman@philasd.org
 - b. Create a "Contact Group" for future use.
 - i. Open Google Contacts
 - ii. In the left menu, click Create label
 - iii. Name your label
 - iv. Select contacts for your group
 - v. Add contacts to the label you created
 - vi. Use your group in Gmail
3. Failure to add your absence in the system or notify administration of your absence could result in an F61 (unpaid day) and possible corrective action.

Logging into Frontline (Aesop) Assistance

- Click on "Substitute Services"



- Enter your District ID and Password in the appropriate fields.
- This feature allows you to:
 - Create an absence
 - Review, cancel, modify jobs
- Technical Assistance:
 - [Click here](#) and follow the stepper for the multiple ways you can log into Frontline (Aesop).
 - If you continue to run into issues, please contact the ESS Client Engagement team:

- o Email - SDPSupport@ESS.com
- o Phone - (215) 261-5523
- o Hours - 6:00 am through 11:00 pm Monday through Friday
(July Summer Hours - 7:00 am to 5:00 pm)

Notes

- ALL employees are expected to create their absences in Aesop. The roster chair &/or administration can enter absences in Aesop in the **event of an emergency**.
- Employees should always request a substitute in the system (including Classroom Assistants & 1:1).
- Employees can create absences up to one hour prior to report time on the on-line system. **ABSENCE NOTIFICATION MUST BE ENTERED IN FRONTLINE AND COMMUNICATED TO ADMINISTRATION NO LATER THAN 6:15am**. Absences after 6:30am can only be entered by calling ESS.
- Failure to add your absence in the system will result in an F61 (unpaid day) and possible disciplinary action.
- **Preparation periods** may not be used for shortening the school day. Therefore, last period preps may not be used to effect an early end of the workday, and first periods may not be used for the purpose of arriving after the start of the school day.

Referring Substitute to ESS

- To learn more about the \$100 referral program please visit Refer.ESS.com

Jury Duty & Funeral Leave

Please submit your Jury Duty Form and/or Funeral Information to Ms. Elaine Ransom.

Contractual Absence Guidelines- PFT

(3,5,7,9 occurrences)

- **After third occurrence for personal illness and/or illness in family in a school year**
 - o Informal conversation with employee
 - o Note on the SEH-90 that conversation took place
 - o Memo to employee to document conversation
- **After fifth occurrence for personal illness and/or illness in family**
 - o Written warning memo & copy of SEH-90 given to Employee
 - o Placed in school file
 - o Note on SEH-90 warning memo was issued

- **After seventh occurrence for personal illness and/or illness in family**
 - Written SEH-204
 - Scheduled conference with representation
 - Documents forwarded to Assistant Superintendent and to the official file
- **After ninth occurrence for personal illness and/or illness in family**
 - Written SEH-204 –attached previous 204 and memo
 - Recommend suspension
 - Schedule a conference with representation
 - Forward documents to Assistant Superintendent for a second level conference

Contractual Absence Guidelines- Local 634 Guidelines

(2,4,6,8 occurrences)

- **After second occurrence for personal illness and/or illness in family in a school year**
 - Informal conversation with employee
 - Note on the SEH-90 that conversation took place
 - Memo to employee to document conversation
- **After fourth occurrence for personal illness and/or illness in family**
 - Written warning memo & copy of SEH-90 given to Employee
 - Placed in school file
 - Note on SEH-90 warning memo was issued
- **After sixth occurrence for personal illness and/or illness in family**
 - Written SEH-204
 - Scheduled conference with representation
 - Documents forwarded to Assistant Superintendent and to the official file
- **After eighth occurrence for personal illness and/or illness in family**
 - Written SEH-204 –attached previous 204 and memo
 - Recommend suspension
 - Schedule a conference with representation
 - Forward documents to Assistant Superintendent for a second level

conference

- Notes:
 - An occurrence does not equate to days, it means each instance of “call out” or absence.
 - If an employee has a SEH-204 from the previous year, the process will be skipped to the 2nd SEH-204.

Pattern Absences

Pattern Absences are defined as a series of single day absences which occur on the workday before or after a scheduled day off or a holiday.

- Any employee with two (2) pattern absence occurrences in the employee's work year will receive a written warning memo, attached to the SEH-90, and the memo will be placed in the employee's school/office file.
- Any employee with *four (4)* pattern absence occurrences in the employee's work year will receive an SRH-204, attached to the SEH-90, and the SEH-204 will be placed in the employee's school/office file; a conference will be scheduled with the representation. The documents will be forwarded to the Assistant Superintendent for transmission to the employee's official file.
- If an employee reaches six (6) pattern absence occurrences in the employee's work year, then the employee's absence record will be reviewed for possible termination; the employee will receive an SEH- 204, attached to the SEH-90; a conference will be scheduled with representation; the documentation will be forwarded to the Hearing Officer at The Office of Talent and Development. The documents will be forwarded to the employee's official file if the recommendation for discipline, up to and including termination, is upheld.

Pattern absence occurrences will be counted as occurrences the same as those in the general policy, above, and are not separate and apart. Therefore, any employee can be terminated at the accumulation of six (6) occurrences of pattern absence or a combination of any pattern absence occurrences and absence occurrences totaling ten (10) for a ten (10) month employee and eleven (11) for a twelve (12) month employee in a work year.

Types of Leave

Personal Leave

Three (3) days of Personal Leave are granted each school year for urgent personal emergencies requiring immediate attention. Using personal days that you do not have access to use may result in a F-61 or progressive discipline.

Extension of school holidays or beginning the summer vacation earlier, or extending it later, shall not be deemed personal leave and may not be taken except in the most unusual circumstances. Extension of school holidays requires prior approval. Requests for approval are to be made in advance of the personal day to employeerelations@philasd.org.

Note: If you know that you are going to be out, please be sure to lock up your belongings, technology & valuable instructional materials.

Lateness

If you are going to be late, contact the Roster Chair immediately. Lateness extending beyond one (1) hour can be considered a half-day absence. Lateness is closely monitored by administration. **Habitual lateness or leaving early will result in administrative action.**

To be considered on time, teaching staff must clock in each day and be at their **ASSIGNED** locations by **7:30 A.M.** Classroom Assistants & 1:1 must clock in and are expected to be at their **ASSIGNED** locations by **7:15 A.M. or 7:00 A.M.** depending on the morning deployment plan. Assigned location is defined as a classroom, office or other area assigned by administration by the start of the workday.

The following actions will be considered as late:

- Failure to sign in will result in being considered late regardless of the time you arrived in the building.
- Clocking in at a location other than the Kiosk will be considered a lateness.
- Clocking in blocks away from school or at home will be considered a lateness and gross misconduct.
- Clocking in at the kiosk, leaving the building to move your car to the parking lot and then heading to your post.

Emergency Leave

If it should be necessary to leave the building during the school day, obtain permission from your assigned administrator and complete the form in the main office maintained for this purpose. Arrangements will be made between the principal and staff member to make up the emergency leave, if less than one half day. Half day absences will be recorded accordingly.

Covid Leave

In the event that you test positive, you need to complete this [COVID REPORTING FORM](#).

Effective April 1, 2024, the School District will no longer require a 5-day isolation period for those who test positive for COVID-19. Additionally, there is no longer a separate COVID leave.

This shift to treating COVID-19 like other respiratory viral illnesses is in alignment with guidance from the Philadelphia Department of Public Health (PDPH), and comes as the data in our region has shown greater immunity against the virus, with declining hospitalizations and deaths. That said, it is still important to be careful. Students and staff who test positive for COVID-19 should still take the following precautions:

Stay home if you have symptoms and remain home until are symptom-free and fever-free for at least 24 hours (without medication).

Wear a well-fitted mask for 5 days after their return to school.

Practice good hygiene – wash hands regularly with soap and water or hand sanitizer, and cover coughs and sneezes with a tissue.

Parents/guardians should notify the school or school nurse if their child tests positive for COVID-19 or is diagnosed with any contagious illness.

In the event of a school-wide or classroom outbreak, impacted students and families will continue to be notified.

Teaching & Learning

Instructional Roles and Responsibilities

The School District of Philadelphia has outlined the roles and responsibilities for everyone as it relates to learning.

Curriculum

Your knowledge and implementation of the content curriculum is critical to the success of our students. Staff are expected to implement the curriculum set forth by the School District of Philadelphia.

Lesson Plans & Syllabi

Weekly Lesson Plans ([Danielson Domain 1c & 1e](#))

A weekly lesson plan must be submitted to the Lesson Plan Google Classroom by **midnight each Sunday**, for the following week. In the event of a 3 day weekend, the lesson plans will be due Monday.

Notes:

- Google Classroom Code: c3xx4k4
- [A@R Lesson Plan Template](#)

Cultural Celebrations:

[Black History](#)

[Latinx Heritage](#)

[Indigenous Peoples Day](#)

[Women's History](#)

[Asian Pacific Islander Heritage](#)

[Ramadan Information Guide](#)

Emergency Lesson Plans ([1c & 1e](#))

Teachers are responsible for maintaining a file of meaningful emergency lesson plans. The Emergency Lesson Plan Cover Sheet, paper copies of the plans & class sets of any handouts are to be submitted to the Academy PLC on Tuesday, September 9, 2025.

Teachers are to submit 3 days of 44-minute periods worth of lessons. Please submit 2

days of Block A (82 minutes) & Block B (82 minutes.) They should leave clear directions for meaningful classroom activities for the covering teacher to use during their absence. Plans should cover the entire period. In addition, **class sets of paper copies for student work** should be included in the plans. Posting work in Google Classroom does not count as an Emergency Lesson Plan as the guest teacher does not have access to the platform.

Emergency Lesson Plan Cover Sheet: OPTIONAL

- Emergency Lesson Plan Cover Sheet ([Example](#))
- Emergency Lesson Plan Cover Sheet ([Template](#))
 - **Note.** Teachers can include [this linked information](#) in the notes for the guest teacher section when entering an absence.

Emergency plans must be updated following an absence to ensure that the minimum number of usable plans is always available.

Course Syllabus ([1c](#) & [1e](#))

Prior to Back to School Night, a written course syllabus must be distributed and explained to students. A copy of this document should be submitted to the designated administrator through the Lesson Plan Google Classroom by August 25, 2024.

The syllabus should include:

- Teacher Name & Contact Information
- Course Description
- Course Learning Outcomes
- Materials Needed
- Classroom Norms & Expectations (**ADD CELL PHONE POLICY HERE**)
- Attendance Expectations
- Grading Structure (aligned w/ SDP)*
- **Missing Work and Late Work Policy**
- **Using AI Policy**
- Resolving of Concern and Contacting the Teachers

[Example of Course Syllabus](#)

Learning Environment

Organizing the Physical Space (2b)

All classrooms are expected to meet the expectations of the Classroom Environment Checklist listed below:

☰ 25-26 Classroom Environment Checklist

- ☐ Agenda Posted
- ☐ Objective Posted
- ☐ Date Posted
- ☐ Can you tell what subject is taught in the room simply by looking around?
- ☐ Is the room clean & inviting?
- ☐ Bulletin Board
 - ☐ Decorated with educational material
 - ☐ Decorated with Motivational
 - ☐ Covered Neatly with Borders
- ☐ Classroom Decorated with Educational Supports
- ☐ Student Work Posted
- ☐ [Hierarchy of Consequences](#) Posted
- ☐ [School Norms](#) Posted
- ☐ [AI Policy](#) Posted
- ☐ Classroom Norms/Agreements Posted
- ☐ Nothing on top of the heaters/vents
- ☐ [Mission Statement](#) Posted

Classroom Procedures (2c)

Cell Phone Collection

Teachers are expected to collect students' cell phones. Implementing a policy to secure student phones during class is a proactive measure to improve the learning environment. The primary goal is to minimize distractions and enhance instructional time and student learning.

Material Distribution

Teachers are expected to put a procedure in place to ensure that students have the materials needed for the lesson at hand. All students should have the materials needed to complete the assigned task. If you need support in creating a materials procedure, please reach out to administration, SBTL or teacher coaches for assistance.

Attendance Procedures:

Student daily school wide attendance is recorded by means of a “swipe card” upon their arrival at school. However, attendance must be taken each period. Teachers are to enter & complete their attendance for each period they teach prior to the end of the class. The attendance system will shut down by **2:00 pm** each day. Please be mindful of the time you enter the attendance during the last period so school-wide attendance is accurate and completed for district records.

All students are expected to be in the class they are assigned to. Do not allow a student to sit in your classroom if they are not assigned to that space. If there is a pertinent reason as to why a student would be in your class, you must have conferred with their assigned teacher and defer to their judgment.

Absence Notes:

- Students who are absent for 3 days or less need to bring a note to their advisor or Main Office. This can be written by their caregiver.
- Students who are absent for more than 5 days due to illness should bring in a note from the Doctor or Courts.
- The advisory teacher should submit all attendance notes to the Main Office. **Only the school secretaries or administration will code absences.**
- *If you are aware of a long term absence of a student, (i.e. accident, hospitalization, homelessness), please notify the students’ counselor, nurse, and their Academy administrator as soon as possible.*

For more information on guidelines for attendance and truancy and additional resources please visit The Office of Attendance and Truancy’s website <https://www.philasd.org/studentrights/programsservices/attendance-truancy/> or contact us at attendanceandtruancy@philasd.org.

Attendance for Athletics, Trips, and School Events

All sports teams will have their own dedicated time to dismiss for games that will stay consistent throughout their season. Rosters for the teams will be shared via the Weekly Wire and will also be linked at the top of the monthly school calendar. It is the coach’s and/or AD Quirus’ responsibility to code student athletes’ attendance as **12 - authorized school activities** within 24 hours of the sporting event.

All trips and events will be documented on the school calendar. Rosters for trips must be finalized 24 hours in advance and submitted to Mr. Dumsha to be shared via the Weekly Wire. It is the staff member who is the point person of the trip/event’s responsibility to

code students' attendance as **12 - authorized school activities** within 24 hours of the trip/event. Be sure to follow the Field Trip Policy as listed below.

Hall Passes:

A signed hall pass is required when leaving the classroom for any reason.

Students may not use the restrooms ten minutes after class begins and ten minutes before the class ends.

Be sure to use official RHS hall passes. The hall passes have been color coded by floor to help identify where students are supposed to be. Hall passes need to be provided to students when they go to the Counselors Suite or any other staff members office, and are not issued within the first or last 10 minutes of a class. You can get as many copies of hall passes as you need in the main office.

If you are allowing students to join you during lunch, you provide the student with a hall pass prior to the lunch period. The pass must be filled out in its entirety in order for students to leave the cafeteria. Alternatively, you may personally retrieve the student from the cafeteria.



Student Tardiness to Class

A student who is late to any class **MUST** be admitted to class and marked late in the teacher's record book. **You are not to send them to the main office or room 207 to get a pass.** Tardiness to class will be addressed by the teacher. Habitual lateness of class should be addressed using the Progressive Discipline Chart.

Restroom Use

Please refer to the [Open Restroom Schedule](#) when sending a student to the restroom.

In order to minimize loss of instructional time, we encourage teachers to do the following:

- Use the Brain Break & Visual Agenda to establish a set time to use the restroom.
- Be aware of the length of time that a student is out of your room. Indicate on the bottom of the pass a time that you expect them to return to your classroom.
- Clearly communicate to the students when they are able to use the restroom during your instructional time. *For example, students can use the restroom during independent work & brain breaks but not during lectures or direct instruction.*

Classroom Management (2d)

[Guide to Classroom Management](#)

The above guide outlines comprehensive strategies and resources to use to support your students in meeting your behavior standards.

In order to support Effective Classroom Management, teachers are expected to:

- Be on time for your classes.
- Stand at the door during transition.
- Greet your students as they enter the room.
- Maximize instructional time /check & record homework
- Be well groomed and appropriately dressed. As a CTE school we encourage you to dress business/casual.
- Be fair and treat students with respect.
- [Hierarchy of Consequences](#) Posted
- [School Norms](#) Posted
- Classroom Norms/Agreements Posted
- Rehearse Transitions
- Make positive phone calls, text messages & emails to parents

[Role of the Teacher in Discipline](#)

Actions taken to quell disturbances and administer correction are almost as varied as the situations that occur. Teachers and administrators should default to using restorative approaches to respond to student behavior.

Note:

- Students are not to be left alone at any time – if an urgent matter arises you should immediately notify the main office.
- All staff should model positive social behavior (relative to appropriate language, dress, smoking, etc.) while on school property as well.

Instruction

The Academies at Roxborough High School's Instructional Vision

We believe that **if we focus** on high quality lesson planning and tier 1 instruction aligned to standards/curriculum and informed by data **and if we implement** consistent and intentional coaching cycles while leveraging PLC spaces for teacher collaboration around instructional best practices **then** we will see improvement in staff culture, Keystone outcomes, student discourse and ownership in the classroom.

MTSS (academic- 3c) is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students. Tier 1 approaches, which are the current focus for our District, are aimed at ensuring ALL students engage in grade-level instruction in supportive environments.

Currently, our *Tier I Instructional Practices Tool Box* includes **Visual Agendas** (Domain 3.a: Communicating with Students), **Brain Breaks** (Domain 2.c: Managing Classroom Procedures) and **Annotating Text** (Domain 3.c Engaging Students in Learning.) Each teacher is to include a visual agenda & brain break into every lesson. *Administration will be looking for evidence of these strategies during informal observations & lesson plan review.*

Note: Brain Breaks are necessary for 43 minute periods, however, the pacing and timing should be modified for the shorter period length.

Resources:

[School District of Philadelphia Multi-Tiered System of Supports](#)

[Brain Break pt. 2: Slide Deck from PLC](#)

[Brain Break Resource sheet](#)

[50 Brain Breaks](#)

[11 Brain Breaks for High School Students](#)

[Visual Agenda Example](#)

Professional Responsibilities

Communicating with Families (4.c)

Teachers are expected to have regular communications with the families of our students. These communications are to be appropriate to families' cultural norms. A proficient teacher regularly makes information about the instructional program available to the

families and sends home information about student progress. Moreover, they develop activities designed to engage families successfully and appropriately in their children's learning. This information can be shared via phone call home, email or text. All communication with the students & their families are to be documented in SIS. Click [here](#) for a Stepper

Translation Supports/Tools

The following are translation supports available to support you and your multilingual families:

- [LanguageLine](#): Ensure your staff have your school's [access code](#) and have reviewed the [one-page stepper](#) for utilizing the service
- [Translation request](#): Use for flyers, school-specific invitations, text messages, etc. when a BCA is not available (must be requested at least 10 business days in advance)
- [Live interpretation requests](#): Request a live interpreter for a language you may not have access to otherwise (must be requested at least 10 business days in advance)
- School Website: School websites can be translated via google translate.

Professional Learning Communities: Reflecting on Teaching (4.a) & Participating in a Professional Community (4.d)


Every teacher at the Academies of Roxborough will be assigned to a Content Area Professional Learning Community and an Academy Professional Learning Community. During PLC time, teachers will have the opportunity to evaluate student and class-wide data, collaborate with colleagues around best practices, attend to intervention needs and partake in professional development.

Professional Learning Communities

Academy PLCs will be held twice a week on B days.

Content PLCs will be held twice a week on A days.

Your prep periods may alternate on A days & B days depending on which Content PLC & Academy PLC you are assigned to.

 [PLC Calendar 25-26](#)

Educational Technology (3.c)

Google Classroom: Teachers are to maintain the google classroom for their classes and post all assignments on the platform.

Videos: Teachers must exercise care in use of videos that pertain to their curricular area. Teachers are to preview the videos to ensure that they align with the curriculum, use professional language and are inclusive to all students' needs. Incorporate video titles into the submitted lesson plan.

Movies: Use of full length movies should be limited and the content of the movie should align with learning objectives and standards. All movies need to be included in your lesson plans.

Laptop Carts: Laptop carts will be distributed during the first week of school and will be shared between two or three teachers. **Each teacher is responsible for their cart and must notify the STC (J. McKenna) if any computers are lost, stolen or damaged.** It is recommended that teachers create a system of distribution to students so if any are missing they are easy to trace back to certain students. The **laptops should never leave the room** and should never be sent home with a student.

[Roxborough Laptop Cart Assignment for 23-24](#)- To be Updated in September 2024

Chromebooks: Chromebooks will be distributed to students who do not have one assigned to them during the first month of school. After the 1st month of school, students may visit room 213 during the STCs tech periods to troubleshoot technology difficulties. The STC will provide teachers with a spreadsheet (link coming soon) to add names of students that need support.

Tech Support Hours- Starting October 2, 2025		
TBD	TBD	Room 213

Grading & Assessment

[Grades 9-12 25-26 Marking Guidelines](#)

Grading Guidelines (3.a & 4.a)

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies. Grades include the following components:

Component	Weight
Tests/Assessments	40%
Performance Based Learning	30%
Classwork	20%
Homework	10%

Tests/Assessments:

Summative assessments are meant to demonstrate a students' mastery of standards. It is recommended that students be given the opportunity to retake tests or be given opportunities to demonstrate their knowledge in alternate modalities (e.g. open written response, oral explanation).

Performance-Based Learning:

Performance-Based Learning includes unit-level Performance Assessments, projects, labs, research assignments, learning portfolios, and presentations.

Classwork:

This category should be used to give students the opportunity to demonstrate their learning in a variety of ways during class time; classwork is an opportunity for students to demonstrate their progression of learning. Graded classwork should reflect independent work in which the student demonstrates their learning independently; group work and guided practice are not recommended to be included in a grade. The classwork grade should not be used as a disciplinary tool; absences, latenesses, and violations of class rules should be handled using an appropriate classroom- or school-level consequence.

Homework:

When given, homework assignments should serve as an opportunity to meaningfully connect to learning outside of the classroom. Appropriate purposes for homework include re-engaging with a skill or process that students can do independently but not fluently, choice reading, opportunities for students to connect their learning to their own

experiences, and allowing students to explore topics of their own interest.

Students should be able to complete homework assignments independently with relatively high success rates, but still find the assignments challenging enough to be interesting. Family members can be involved in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring family members to act as teachers or to enforce students' homework completion.

Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities. Subject area teachers should work collaboratively with their colleagues to determine that the total amount of homework students are receiving across content areas is appropriate.

Numerical Equivalents

The Alpha/Numerical Equivalency Chart below reflects the numerical mark assigned to each letter grade and applies to all subject areas:

Alpha	Num.	GPA	Alpha	Num.	GPA	Alpha	Num.	GPA
A+	100-97	4.0	A	96-93	4.0	A-	92-90	3.7
B+	89-87	3.3	B	86-83	3.0	B-	82-80	2.7
C+	79-77	2.3	C	76-73	2.0	C-	72-70	1.7
D+	69-67	1.3	D	66-63	1.0	D-	62-60	0.7
			F	59-50	0.0			

Documentation (4.c)

All grades are to be recorded in the district provided electronic grade book, Infinite Campus, the Student Information System (SIS). It is recommended that students receive written feedback in each course at least twice weekly - teachers would thus enter at least **two grades per week**.

Students want and need on assignments. Feedback is essential in the instructional cycle and in your planning of the next lesson. It is best practice to **return and provide**

feedback to students within a 3-day period with all daily work/tests if they are going to serve an instructional purpose. Long assignments such as term papers, book reports may take longer to grade, but should be **given back/feedback provided within 5-days**.

Note: Missing assignments **must be marked missing and excused assignments** must be marked excused in SIS. Points possible in a category for similar assignments should be near the same value (e.g. Quiz 1 should not be worth 20 points and Quiz 2 is worth 60 pts).

Quarter Grades need to be representative of all categories.

Google Classroom Gradebook:

The Google Classroom Gradebook will sync with the SIS system. However, we suggest that you review the SIS system regularly to ensure that you are not duplicating assignments and giving students credit for their work.

Incomplete Grades:

A grade of Incomplete (I) can be given in the following situations:

- Student was enrolled for less than 15 days during the term
- Student was on extended medical leave (nurse confirmation required)

Incomplete grades must be corrected prior to close of the next term grading window or the grade will convert to a 50. Incompletes cannot be given during the final term of a course.

Report Cards

Report cards are a summative assessment of student progress. It is provided to students Quarterly. Parents can access their child's Report Cards in the Parent Portal.

All report card windows will open at 8:00 am on the first day of the window and close at 5:00 pm on the last day of the window. For information about how to post or review grades, go to sishelp.philasd.org.

Quarter	Term Dates	Grades Close (Teachers)	Report Card Posted
Quarter 1	8/25/25 – 11/10/25	TBD	11/24/25

Quarter 2	11/11/25 – 1/21/26	TBD	1/29/26
Quarter 3	1/22/26 – 3/24/26	TBD	4/9/26
Quarter 4	3/25/26 – 6/12/26	TBD	TBD

Report Card Conferences

Report Card Conferences provide an opportunity for parents to discuss their child's grade with the content area teacher. There are 3 Report Card conference sessions throughout the school year. One set of Conferences will be held in the evening. Additionally, one day of the conference will be designated for in-person conferences and the other will be for Virtual Meetings.

Dates	Format
11/24/25 – 11/25/25	TBD
1/29/26 – 1/30/26	
4/9/26 – 4/10/26	

Interim Reports

Interim Reports are a snapshot of the students' grades mid-quarter throughout the school year. Prior to the release of interim grades, teachers are to be sure that their gradebook is completely up to date. In addition to interim reports, at any time that it becomes evident that a student is in danger of failing, a notice must be sent to the parent within 1-week of a failing average. A copy of the notice must be provided to the guidance counselor and a parent-conference must be set up with the teacher, counselor or designee, student, and parent.

Dates	Reports
9/30/25	Interim Reports
12/11/25	Interim Reports
2/19/26	Interim Reports
5/5/26	Interim Reports

Honor Roll

Students who earn all A's have "Distinguished Honor Roll" status; students with all A's and B's have "Meritorious Honor Roll" status.
Special assemblies and activities will take place to celebrate academic accomplishments.

Failing Students

Sometimes, despite our best efforts, a student will not earn the grades to pass a class. Teachers will have no other recourse but to assign the students the grade that they have earned. When that situation occurs, the onus is on the teacher to document that they have done all that they could to help the student access the curriculum and assessment materials.

At Roxborough High School, the following must occur prior to failing a student. **All of these steps are to be documented in SIS** as well. :

1. Student Conference
 - a. Outline for the student what steps they need to take to pass their class.
 - b. Attempt to identify any barriers to success.
 - c. Best practice is to enter into SIS
2. At least 2 Parent/guardian **Confirmed Contacts** per failing Report Card Quarter
 - a. Parental contact requires more than an attempt. Teachers are to document in SIS that a parent returned/responded to their phone call, text message or email.
3. If the teacher is unable to contact the parent, they are to contact the student's counselor AND the Academy administrator (via email).
4. If it is the 4th Quarter and you have been unable to reach a parent all year, please notify the counselor, & the academy administrator AND Mrs. Smalley prior to the interim reports being released.

Note. If you have failed to adhere to the failure policy, then your grading practices will be under review. Please ensure your gradebook, instructional practices, and outreach efforts are aligned with the mandatory regulatory guidelines outlined by the [Board of Education](#) and SDP Marking Guidelines outlined for [general](#) education, [special](#) education, and [English Language](#) learners.

Resources:

[9 WAYS TO HELP FAILING STUDENTS](#)

[Guiding Questions when Failing a Student](#)
[SIS Contact Log Stepper](#)

Failing students with Disabilities

The process for students with IEPs or 504 plans does not vary from the process for students without IEPs/504 plans. However, teachers are to be sure that they are contacting their students' case managers and completing the Special Education Intervention Form prior to Interims.

Resources: (will be updated prior to interims)

[Stepper](#)

[Passing or Failing a Student w/ an IEP](#)

Quarter 1 Intervention Form

Quarter 2 Intervention Form

Quarter 3 Intervention Form

Quarter 4 Intervention Form

Case Manager List- Click [HERE](#) to access the link. (TBD)

Staff Evaluation

[Professional Growth System Manual](#)

Evaluation Tool

The [Danielson Framework for Teaching](#) was developed by Charlotte Danielson as a tool to identify the aspects of a teacher's responsibilities that have been documented through research as promoting improved student learning. The Framework consists of 4 domains and 22 components:

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The School District of Philadelphia uses 10 components of this tool as our rubric for observation and feedback. It's important for educators at the District to familiarize themselves with the language in this rubric as it is the shared language used to discuss high quality teaching in our schools.

Formal Observations

The number of formal observations a teacher receives is predicated on their years of service (Professional Growth System Status or PGS Status). Your PGS status indicates the year you are to be formally observed. You can find your PGS status in Cornerstone.

Pre-Conference

- Teachers will complete the Pre-Observation Conference form in Power School.
- The administrator will launch the pre-observation form for you, and the form will appear as a task in your Action Items.
- During the Pre-Observation Conference, your administrator will refer to the 10 components of the Danielson Framework used for Formal Observations.

Observation

- During the observation, the administrator will be taking notes and collecting evidence of instruction and student behavior, particularly as it relates to Domain II: The Classroom Environment and Domain III: Instruction.
- Evidence of performance in Domain I: Planning and Preparation and Domain IV: Professional Responsibilities can be added by you as artifacts/attachments in Cornerstone, during the pre- and post conference.
- The administrator will enter scores and written feedback for all 10 observation components in Cornerstone. Once you receive your completed formal observation, you will be prompted in your action items to “review” it.

Post-Conference

- You will also complete a Post-Observation form in Cornerstone after the Formal Observation and refer to it during the Post-Observation conference.
- You can add additional artifacts at this time to inform your Observation rating.
- During the Post-Observation conference, if we agree that the overall observation rating should be revised, your administrator will have one opportunity to make corrections. Once the Formal Observation is re-submitted to you, it is final.

Informal Observations

School administrators have been directed to complete 16 Informal Observations weekly (by School.) Therefore, you can expect that you will be visited frequently by at least one of the administrators. The Informal Observation tool focuses on Domain 2: The Classroom Environment & Domain 3: Instruction. Informal Observations will be entered into PowerSchool by the observing administrator. Any member of the administrative

team can complete an Informal Observation for the teaching staff.

Inter-rater Reliability & Group Observations

It is ultimately the responsibility of school leadership to analyze and track data to ensure that observations are being completed with fidelity and without bias. As a result, **there may be times when more than one administrator will be conducting an informal observation.** Additionally, you may receive an informal observation from an administrator that is not your direct supervisor. This practice is a means of norming feedback and improving a team's inter-rater reliability. Listed below is the rationale for working towards strong inter-rater reliability:

A strong teacher evaluation system is not complete without discussion on inter-rater reliability. Inter-rater reliability is vital to employee evaluation practice to eliminate biases and sustain transparency, consistency, and impartiality (Tillema, as cited in Soslau & Lewis, 2014, p. 21). In addition, a data-driven system of evaluation creating a feedback rich culture is considered best practice. Examination by school leadership of quantitative trend data and comparison of evaluators is the essence of professional growth (Graham, Milanowski, & Miller, as cited in Soslau & Lewis, 2014, p. 39). Assurance of inter-rater reliability decreases biases and increases ethical practice in the evaluation procedure.

Therefore, staff at Roxborough should note that there may be times when more than one administrator will be present for an informal observation.

Resources:

[PDE SAS Full Danielson Framework](#)

Climate & Culture

We mirror the school climate every day. How we greet each other and our students in the morning is a reflection of how we feel about our profession, our mission and ourselves. Our school community deserves and will have respect. All situations can be resolved, but we must approach everything with a positive attitude and demeanor. If you are unable to say anything positive, refrain from speaking until you have given the issue some thought. Contact with parents and students must always be open, honest, and positive. Always be professional when dealing with our partners, parents and students. We cooperate, support, and trust each other at The Academies at Roxborough High School. These are the building blocks of a caring and successful learning community!

Access Mental Health and Counseling Supports

Teachers and staff can communicate students' support needs to school support staff (i.e. Counselors and STEP) and school administration.

If students are not responding to classroom-level or school-wide behavior interventions and continue to display repeated patterns of behavior that impedes on their ability to access the curriculum, students should be entered into the MTSS process (Academy PLC discussions.) Within the MTSS process, interventions will be identified to support the students' needs. Below is an overview of some of the supports that are available via the MTSS process.

- *Counseling Supports:* Teachers should inform counselors of any students that they are concerned about and think would benefit from additional support.
- *Intensive Behavioral Health Services (IBHS):* For more intensive behavioral health needs, discuss with your Counselor and/or MTSS Tier II Team if an IBHS referral is appropriate. If a student is authorized for IBHS, the IBHS team can support with:
- *Support Team for Educational Partnership (STEP):* STEP teams are available to support students with mental health, behavioral health and social service needs. Referrals for STEP can be made by school administrators, teachers, counselors, parents, or students can self-refer.

Mental Health Resources for Students

In response to the growing mental health needs of our students, the school district has launched the app KOOTH. KOOTH is a free app that the student can access 24 hours a day/7 days a week. Staff can find out more information about KOOTH in this [Resource Folder](#).

Find additional resources on how to identify and support students who may need mental health and counseling support [here](#).

SDP Student Conduct & Discipline

The [Office of Student Rights and Responsibilities](#) supports a safe and secure learning environment for the school community by implementing appropriate and unbiased corrective actions while preserving the rights of students and families as outlined by the Code of Student Conduct. The purpose of this Code of Conduct is to provide guidance and information about students' rights and outline clear expectations for all school community members including students, parents/guardians, and staff. The Code also outlines parent/guardian rights and equips staff with guidelines for modifying and teaching appropriate behavior. The Student Code of Conduct provides alternatives to exclusionary discipline and has as a goal eliminating inequitable disciplinary practices for black and brown students. Web-based version of the 25-26 Code of Conduct: [CLICK HERE](#).

- **Code of Conduct**
 - The English version can be found on the student rights and responsibilities website [HERE](#). Translated copies will be uploaded prior to school starting.
 - A copy will be printed in each of the 8 most-spoken languages, per school, to have on hand in main offices as needed.
 - A short student-friendly video of the code of conduct is being finalized and will be published on the website and emailed once complete; schools can share this in town halls or advisories as they see fit, to promote the Code of Conduct.
- **School Based Investigations Stepper**
 - An updated stepper on investigation procedures can be found [HERE](#).
- **Behavior Matrix**
 - A staff-only version of the behavior matrix can be found [HERE](#), with reporting and response guidance when responding to incidents.
- **Guide to Supporting Student Behavior**
 - This guide was made in collaboration with Climate & Culture, Prevention & Intervention and the Office of Diverse Learners and can be found [HERE](#)

School Safety Officers (SSOs)

School Safety Officers ensure the safety and welfare of students, faculty, and staff, as well as school grounds. Officers will work with school administrators and staff to identify procedures that will help create a campus environment that is safe, supportive, and conducive to learning.

Role of the Teacher in Discipline

Actions taken to quell disturbances and administer correction to offenders are almost as varied as the situations that occur.

What follows are some suggested techniques and ideas many teachers have found successful in dealing with disruptive student behaviors. This list is by no means exhaustive:

1. Contact the parent or guardian and document in SIS.
2. Avoid confrontations with students. **Never humiliate a student.** This only serves to escalate behaviors now and in the future.
3. Administer consequences as something you have no choice in doing. Let students know the goal is for them to learn to make a better choice next time. Make every moment a learning opportunity for students.
4. As the student behavior escalates, maintain a relaxed body posture, **lower your voice each time the student raises his/hers, and approach non-confrontationally.**
5. Some students need to 'save face' in front of their peers. Address these students with **non-verbal signals**, quietly away from the group, or quietly by their desk.
6. Conference with the student after the incident focusing on re-establishing your relationship and determining what other choices the student could have made. (Positive Conclusion)
7. Remove the student from the particular situation, but ensure the student is **supervised at all times.** Do not place students outside the classroom.
8. Remember to meet the student where the student is. Look for improvements. Recognize those improvements and positive changes in your student. (Make sure those changes are shared with the student and parents.) Use those changes to encourage your efforts as well.
9. Establish a classroom environment in which all students feel safe to become engaged and learn.

Student Discipline / Documentation

In the event you have followed your classroom's Hierarchy of Consequences, you can report misbehavior to the Climate Team using this form: [Behavior Referral Form](#)

Discipline Procedures

Students who behave in an unacceptable manner, which disturbs the learning situation, or threatens the safety of others, may receive discipline, including, but not limited to detention, parental conference, and/or an out-of-school suspension. Suspended

students will be reinstated after a **parent or legal guardian** meets with the appropriate administrator.

Removal of a Student from Class

Students are not to be put out of class. They may only be removed if it is a ***matter of safety*** to staff or students. Administrator/Dean must be notified immediately. Call the Main Office to ask for assistance. As a teacher, or other staff member dealing with students at The Academies at Roxborough High School, it is the expectation that discipline is administered in a respectful and humane manner with the purpose of developing a student's awareness of what is appropriate and fostering the skill of making positive behavioral choices.

Corporal Punishment

CORPORAL PUNISHMENT IS NOT ACCEPTABLE AT THE ACADEMIES AT ROXBOROUGH HIGH SCHOOL. SEVERE SANCTIONS WILL BE IMPOSED ON ANYONE USING CORPORAL PUNISHMENT UP TO AND INCLUDING TERMINATION.

Safety & Emergency Procedures

NOTE: This may be updated after the ALICE training.

In an actual evacuation/lockdown/emergency, the priority is maintaining the safety of all students and staff. Universal Emergency Response Procedures are standard, clear directives that may be implemented across a variety of incidents/events. The Principal as Incident Commander, or designee, will activate the Incident Notification Procedures and determine immediate actions based on the incident/event.

In an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall: Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Incident Management Protocols. Direct students in their charge according to the established Universal Emergency Procedures. Teacher will be provided a blue folder with more detailed information.

Classroom Security

For security and safety purposes all classrooms should be locked, especially when

unoccupied.

Emergency Procedures [Flip Chart](#)

First Aid Emergency [Flip Chart](#)

[School Map](#)

[Emergency Routes](#)

Rally Point/Assembly Area(s):

(During a **Lockdown** or **On-Site Evacuation**, students and staff may be separated or outside of the primary facility and need a safe location to connect with/meet response teams and parents)

Primary: Rox softball field Alternate: Amy Northwest

Evacuation/Relocation Site(s):

(During an **Off-Site Evacuation**, staff and students may need to move to a "Relocation Site" to continue instruction and/or meet response teams and parents)

Primary: Rox Softball field Alternate: Amy Northwest

Shelter in Place Area/Location(s):

(Pre-determined location(s) within the school to safeguard all staff and students during an emergency occurring outside the building)

Assigned classrooms

Area of Refuge:

(Location(s) where emergency responders can get to individuals who cannot self-evacuate the building)

Room # 317 # 214

Universal Emergency Procedures

A. Evacuation (For use when conditions are safer outside than inside)

- **When an announcement is made or alarm sounded:** Take the closest and safest way out as posted (use a secondary route if the primary route is blocked or hazardous).
- Take roll book for student accounting. Assist those needing special assistance. Do not stop for student/staff belongings.
- Go to the designated Assembly Area Check for inquiries.
- Take attendance, report according to Student Accounting and Release procedure.
- Wait for further instructions.

B. Reverse Evacuation (For use when conditions inside are safer than outside)

- **When an announcement is made or alarm sounded:**
- Move students and staff inside as quickly as possible.
- Assist those needing special assistance. Report to classroom.
- Check for injuries.
- Take attendance, report according to Student Accounting and Release procedures.
- Wait for further instructions.

<p>C. Lockdown (For use to protect building occupants from potential dangers in the building)</p> <ul style="list-style-type: none"> • When an announcement is made or alarm sounded: Students are cleared from the halls immediately and are to report to the nearest available classroom. • Assist those needing special assistance. • Close and lock all windows and doors and do not leave for any reason. • Cover all rooms and door windows. Move students to interior walls and drop. Shut off lights, BE QUIET! • Wait for further instructions. 	<p>D. Shelter in Place (For use in external gas or chemical release)</p> <ul style="list-style-type: none"> • When an announcement is made or alarm sounded: • Students are cleared from halls immediately and are to report to the nearest available classroom or designated location. Assist those needing special assistance. • Close and tape all windows and doors and seal the gap between the bottom of the door and the floor (external gas/chemical release). • Take attendance, report according to Student Accounting and Release procedures. • Do not allow anyone to leave the classroom. Stay away from all doors and windows. • Wait for further instructions.
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Fire Drills

Schools must conduct evacuation drills within the first 10 days of the start of in-person classes. Schools will also need to conduct their monthly drills by the 15th of each month.

Fire exit doors shall not be propped open. Only approved magnetic locks which release when the fire alarm is activated, shall be used to hold fire doors in the opened position if the building is equipped with such.

During Fire Drills:

A sound on the fire gong signals the start of a fire drill or fire emergency. When the gong sounds, every student is to pay attention to the teacher and respond immediately to his or her directions. Staff and students who are not in a classroom when the fire gong sounds are to leave the building by the nearest exit.

Everyone must exit the building. Do not use elevators. Procedures with the route for exiting the building during fire drills or emergencies are to be posted in each classroom. Additionally, a folder containing drill information will be made available for each classroom. Efficient and complete adherence to procedures for exiting the building in case of fire is essential for the safety of our students and staff.

No one is allowed to reenter the building without the all clear from an Administrator.

Electrical Appliance (Fire Code)

All electrical appliances must satisfy the requirements of the Fire Code and are to be used in a safe and responsible manner. Surge protectors are to be used to protect computers and other equipment. Please do not overload electrical outlets. **Electrical appliances may not be kept in class. This includes refrigerators.** Heating machines are not allowed per the District Fire Marshall. String lights are prohibited in classrooms.

Security (Lockdown) Drills

Security (Hold/Secure/Lockdown) drills allow for practice of proper protocol and procedures to ensure the safety of students and staff. Schools shall conduct one security (Hold/Secure/Lockdown) drill within 90 days from the start of in-person instruction. Drills shall be conducted based on the District's Hold/Secure/Lockdown procedures and conducted while school is in session and students are present.

Security (Hold/Secure/Lockdown) Definitions:

There are three (3) ways to secure the school building:

- **HOLD** – used when there is an emergency in or around the building i.e., group/major fight, medical emergency, bomb threat, student abduction
- **SECURE** – used when there is danger in the surrounding community, i.e. police searching for a criminal suspect in the area
- **LOCKDOWN** – used when there is a direct threat to the school, i.e. active shooter, armed intruder

ALICE Active Shooter

ALICE is an Violent Critical Incident (VCI) training model that encourages staff and students to respond based on their situation, rather than rely on centralized instructions in dynamic times of crisis. The ALICE acronym stands for Alert, Lockdown, Inform, Counter and Evacuate. Under ALICE training, staff and students are oriented to different options to respond to a school intruder/active shooter.

Miscellaneous & School Operations

(Alphabetical Order)

Advisory


Advisory will be held in the first 10 minutes of the day.

Advisor's Responsibilities:

- Act as a true academic advisor to the students in this period. Review their grades, attendance and behavior. Intentionally build relationships with children in your advisory.
- Share and review School Wide news.
- Record absences on SIS **before** advisory is over.
- Submit all absence notes to the main office. Advisors are no longer responsible for coding absences.
- Call parents concerning poor attendance to advisory and absent notes.
- Actively monitor students during the advisory period. (Students should be inside the classroom.)

Artificial Intelligence (AI)

SDP AI Guidelines:

 SDP Generative Artificial Intelligence Use in Education

Academy of Roxborough Expectations:

- Teachers need to set parameters for student use of AI and clearly communicate those expectations to the students.
- The expectations should be included in the syllabus & posted in the classroom.
- Students should not use AI engines on any of their benchmark or diagnostic assessments.

What is artificial intelligence?

Artificial Intelligence (AI) refers to computer systems that can perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and language translation¹. There are different types of artificial intelligence² including AI that is:

¹ IEEE-USA Board of Directors. (February 10, 2017). Artificial intelligence research, development and regulation. IEEE <http://globalpolicy.ieee.org/wp-content/uploads/2017/10/IEEE17003.pdf>

² ISTE+ASCD. (June 2023). Bringing AI to School: Tips for School Leaders. https://cms-live-media.iste.org/Bringing_AI_to_School-2023_07.pdf

- **Reactive:** Tools that respond to specific inputs or situations without learning from past experiences such as a robotic vacuum cleaner or a chess-playing computer.
- **Predictive:** Tools that analyze historical data and experiences to predict future events or behaviors such as digital streaming service recommendations or credit-scoring systems.
- **Generative:** Tools that generate new content or outputs including text, images, videos, or music. Not only does it respond to specific requests or make recommendations, but generative AI creates content that is increasingly woven into our daily lives.

How might artificial intelligence tools be used in education?

AI tools are not meant to replace teachers but rather to support and enhance their work. Teachers will continue to play a crucial role in designing learning experiences, providing guidance and feedback, and fostering the social and emotional development of students.

AI is a powerful tool that can be used to personalize learning, enhance student engagement, empower innovative teaching and learning methods, and streamline administrative tasks. It offers promising opportunities like using speech recognition to support diverse learners, automating routine tasks to allow more teacher-student interaction, providing real-time data to improve instruction, creating interactive learning content, and more.

AI PLC Presentation & Key Take Aways:

- ☐ Murray/Gemini: Your AI Teaching Assistant
- ☐ Murray/Gemini: Student Considerations



Key Takeaways for Educators

- Students must be explicitly taught appropriate AI use.
- Teachers set expectations for student use based on their own the parameters and learning goals of the assignment.
- Communicate expectations clearly with students.
- Each task or assessment may have its own rules for AI use.



Approved Generative AI:

The following Generative AI tools are approved for students and staff :

Tool	Description	Approved Grades	Anticipated Go Live Date
Google Gemini 	Has been approved for use by all staff and students in grades 9-12 . Using prompts, this AI chatbot can support staff and students with everyday tasks and assist with goal setting, researching, brainstorming, planning, enhancing writing, and more.	9-12	Staff: October 2024 Students: January 2025
Adobe Express with Firefly 	Create a variety of content such as video clips, artwork, animations, and audio that includes using generative AI capabilities.	K-12	Staff: Start of school Students: Start of school

Assemblies/Events/Special Programs

All assemblies, events, special programs, and town hall meetings must be initiated and/or approved by an administrator. Please submit a [Calendar Request and Event Form](#) in order to receive approval. During all assemblies and auditorium programs, teachers are to sit with their classes at their assigned seating area and supervise those students who have been assigned to them during the class period the program is being held. An assembly schedule will be in place on days when assemblies are held. Assemblies are to be scheduled by each Academy and/or grade-level at least once every month. Assemblies shall be for student recognition and awards, or for special programs.

All trips and events will be documented on the school calendar. Rosters for trips must be finalized 24 hours in advance and submitted to Mr. Dumsha to be shared via the Weekly Wire. It is the staff member who is the point person of the trip/event's responsibility to code students' attendance as **12 - authorized school activities** within 24 hours of the trip/event

Athletic Coaches

Athletic coaches are selected by the job opportunity method as outlined in the P.F.T. contract. All jobs are open to all teachers. Below is a partial list of required procedures that coaches must follow:

- 1) Coaches are responsible for obtaining CPR/FIRST-AID and AED certifications from the Red Cross and coaching certifications from the National High School Federation.
- 2) Coaches are responsible for the scheduling of practice sessions and games conforming to the regulations and dates set forth by the SDP.
- 3) Coaches are responsible for the conduct, both on and off the playing surface, of all persons under the coach's jurisdiction.
- 4) Coaches are expected to create a plan and set behavioral expectations for students that have early release (½ days, senior release, etc.) and want to stay at school for practice or a game.
 - a) *Plan will be released shortly*
- 5) Checking the students' eligibility both with attendance and academically.
- 6) Work within the rules and regulations as set forth by the state, district and the school.
- 7) Coaches are to enter the students' attendance when they leave early for a game, activity or practice. The code to be used in SIS is **Code 12: Authorized School Activities**

Athletics

All sports teams will have their own dedicated time to dismiss for games that will stay consistent throughout their season. Rosters for the teams will be shared via the Weekly Wire and will also be linked at the top of the monthly school calendar. It is the coach's and/or AD Quirus' responsibility to code student athletes' attendance as **12 - authorized school activities** within 24 hours of the sporting event.

Board Policy Manual

District policies are used as governance tools for the Board of Education, and as resources for District administrators, employees, students, parents, family members, residents, community members, and other stakeholders.

Go to this [website](#) to access the following policies:

Board Policy Manual

000 Board Bylaws & Operating Guidelines	400 Charter Schools	900 Community
100 Programs	600 Finances	1000 Grant Management & Compliance
200 Pupils/Students	700 Property	1100 Office of Auditing Services
300 Employees	800 Operations	1200 Office of Inspector General

Policies regarding Bullying and Harassment

[Policy 247 Hazing:](#)

Hazing is defined as any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of their willingness to participate. It encompasses acts that cause physical or mental discomfort, embarrassment, harassment, or ridicule, and often involves an element of servitude or "personal favors".

[Administrative Procedure](#)- for Investigation

[248 Harassment and Discrimination - Students:](#)

Bullying: An intentional electronic, written, verbal, nonverbal, or physical act or series of acts directed at a student or students, which occurs in a school setting, as well as off-campus conduct, including online or social media conduct, that has a continuing effect on the campus, and which is severe, persistent, or pervasive and has the effect of doing any of the following: 1. Substantially interfering with a student's education; 2. Creating of a threatening school environment; or 3. Substantially disrupting the orderly operation of the school.

Harassment: Verbal, nonverbal, written, graphic, virtual or physical conduct relating to an individual's known or perceived protected classification. Harassment includes unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, sexual harassment that does not meet the specific definition within Title IX, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when: 1. Such conduct is subjectively and objectively offensive; and 2. So severe or pervasive that it limits or denies a person's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not

have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of their race and sexual orientation.

- 248 Administrative Procedures - Procedure A- Students
- 248 Administrative Procedures - Procedure B- Staff

249 Bullying/Cyberbullying

Cyberbullying – any form of bullying that occurs by the use of electronic communication devices or through means of social networking, email, instant messaging, text messaging, tweets, blogs, photo and video sharing, chat rooms, dash boards, websites or apps including personal profile websites or apps, such as Snapchat, Instagram, and Facebook.

249 Administrative Procedure

Building Committee

The building committee is a contractual provision and is composed of “not more than five teachers from that school and may include not more than one member from that school of each of the other bargaining units represented by the Federation.” One member is elected as the building representative. Generally, meetings of the building committee and the principal are held once a month.

Academies @ Roxborough Building Committee Members 2025-2026:

Building Representative	Daniel Reyes
Teacher Representative	Karen Cooke
Teacher Representative	Rose Marie Kalogerakis
Teacher Representative	Kelly Patterson
Teacher Representative	Bob Smith
Paraprofessional Representative	George Hines
Secretary Representative	Jose Loyola Barragan
Cafeteria Representative	Tonya Butler

Building Maintenance

Our building engineer handles all maintenance requests on an ongoing basis. Please make any requests for any issues within the building or classrooms. Please use this

Facilities FAQ form as a quick reference. The requests can be submitted through our RHS Facilities request form.

Child Abuse & Mandated Reporting

School District of Philadelphia Child Abuse Reporting Policy
Act 126- Child Abuse Recognition & Reporting Act

Report Abuse:

Option 1: Submit an abuse allegation at this link: DHS ChildLine Website

Option 2: Call ChildLine at **1-800-932-0313**

Reporting Procedures:

1. School employees or independent contractors who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (www.compass.state.pa.us/cwis) or an oral report via the statewide toll-free telephone number (1-800-932-0313).
 - a. Employees can document the call in SIS. Do not put the details in SIS. You may put in the Reporting Confirmation # or the identification number of the person who took your call.
2. A school employee, independent contractor who makes a report of suspected child abuse shall, **after making the initial report**, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation.
3. The administrator will coordinate with the Department of Human Services to complete an investigation.
4. Reporters will receive notice from DHS on the status of the investigation upon its completion.

Reminders:

It is not our role to investigate, only to report. Additionally, it is not our role to determine if we think that an act fits the criteria for abuse. As mandated reporters, we are legally required to report within 48 hours.

While you do not need to notify your administrator to make the call, please know that we are here to support you. We can make the call with you as well as walk you through the process.

Finally, all calls are CONFIDENTIAL. Your name will not be disclosed to the alleged perpetrator.

Clubs & Extracurricular Activities

The Academies at Roxborough offers a variety of extracurricular activities ranging from varsity, junior varsity and intramural athletic activities to cultural and literary groups. Our EC activities in the past have included science clubs, robotics, dance, drama, choir, yearbook, student government, National Honor Society, etc.

EC sponsors are selected on the basis of expertise in the activity and criteria agreed upon by the PFT Building Committee and the Principal. When vacancies occur, opportunity notices are circulated among all staff members.

Vacancies are filled following the criteria agreed upon by the PFT Building Committee and administration. For school-based activities, events should allow for a minimum of five minutes in transition time beyond the employee's work hours.

Programming shall provide any combination of the following:

- Age-appropriate programming, inclusive of tutoring, that is hands-on and aligned with the Principal.

General Criteria and Expectations:

1. Moderate a club of no fewer than 10 students either before or after school. Extra-curricular activities must meet for a minimum of thirty (30) minutes per session
2. Actively supervise and monitor all of the students in your club for the entire duration of the session.
3. Walk your entire club (all students) out of the building at the end of your session and ensure that no other person enters the building by ensuring the door has closed.
4. Submit attendance sheets (student sign-ins) to the payroll secretary weekly and to the Stepping Stones Coordinator.
5. Partner with the Philadelphia Education Foundation to support the club.
6. Establish a set day of the week & time to meet as a club. Advertise the club to promote attendance.
7. Extra-curricular activities can be scheduled for students between 7:00 am-6:00 pm for Kindergarten-Grade 8; 7:00 am-6:00 pm for Grades 9-12; however, it must be outside of the instructional day for payment.

Guidelines for Grant-Funded Supplemental EC Activities - Schools

- All eligible School District employees will be paid for the hours they work with students outside of the normal workday at the standard EC rate.

- Additional Support Staff may be requested by completing the EC request form linked here: [Grant-Funded-PD—EC-Request-Form—Reader](#).

Activity Sponsor Responsibilities

Activity Approval

Sponsors must obtain the Principal's written approval before their activity can be established or terminated.

1. An activity [Approval Form](#) must be completed and signed by the principal as evidence of his/her approval of the creation of each new activity. The form must be completed and signed prior to commencement of activity operations.
2. This form is the sponsor's acknowledgement to be bound by the policies and procedures contained herein.
3. This form is also to be signed by the principal and submitted to the School Operations Officer for filing.
4. The Club dates need to be added to the [Calendar & Event Form](#)

Record Keeping for EC Activities

1. Club sponsors must keep evidence of student participation in each meeting with a Sign In Sheet.
2. Club sponsors must keep evidence of student participation in activity decision-making. This could be achieved in the form of meeting minutes, vote results or even a simple signature of the student representative underneath a written description of an agreed-upon course of action.
3. For EC compensation working with students, the [Teacher-Student Supplemental Pay](#) Attendance Log shall be completed and submitted. Employees must sign in and out on the Log for each event and students must sign in with true time. All fields in Sections A through F must be completed and this form must be signed by the School Administrator. Any changes to the PD/EC Attendance Log must be initiated by the School Administrator. The log is to be given to School Secretary Mr. Loyola.
4. All forms must be turned in within the pay period for which they occurred. The transition to the new payroll necessitates timely submission of forms.

Fundraising & Club Funds

1. All Fundraising activities must be approved and submitted using the [Fundraising Form](#).


2. The budget should be carefully constructed by working with a student representative of the activity, and the Principal.
3. Once the Principal is satisfied with the budget submission, he/she should sign the document as written evidence of his/her approval.
4. Under **no** circumstances should cash receipts be left in a classroom overnight; this unnecessarily increases the risk of possible theft or destruction.
5. Under **no** circumstances shall an activity sponsor: maintain a separate bank account or draw money orders on receipts not properly deposited, or; make payments directly out of cash receipts.

Computer Lab Reservation & Usage

If you would like to reserve the computer lab, email Jeff McKenna: jkmckenna@philasd.org.

Mr. McKenna will distribute a Sign Up Genius form as a means to sign up for the lab.

Community Based Instruction (CBI)

 Community Based Instruction Guidelines 2025-2026

Community Based Instruction (CBI) is teacher planned instruction for students in Life Skills Support (LSS), Multiple Disabilities Support (MDS) and Autistic Support (AS). The purpose is to provide instruction in authentic environments in which students can practice skills they have been learning and practicing in school. CBI is not a field trip, but rather an “educational process that provides planned and highly structured learning opportunities beyond an individual’s classroom, immediate work environment and home” where the primary goal is to “teach skills that will lead to greater independence and a higher quality of life for each student by enabling them to successfully participate in community trips with their family and friends.

For students in grades 9-12, CBI outings are to be conducted weekly each month with a focus on independent living, functional academics, communication in the community, urban navigation (including SEPTA travel), career and vocational activities. ****Please note: Locations must be within 5 miles of the school's address. Transportation will not approve any destination located past 5 miles of your school's location.***

CBI trips will run from November 2025 - May 2026. The Request Form for CBI 2025-2026 will be available from September 17th - October 4th. Please submit during this time period otherwise, you will not be able to participate in CBI.

Field Trips are not CBI. If you are taking your students on a Field Trip designed solely as recreation or for an award, you must follow the [Field Trip Policy](#). Conversely, CBI trips are not considered field trips and therefore you do not need to complete the same forms

as you would for field trips. Please complete the CBI Approval Request. Once approved, please send home emergency contact forms and an explanation of CBI trips to parent(s). Bring the emergency contact forms on every trip with you.

Reimbursement:

Please note that teachers can be reimbursed up to \$150 for purchases made DURING Community Based Instruction outings. Please save receipts from any purchases made while you are out in the community with your students. At the end of the school year, you will be able to submit these receipts and be reimbursed up to \$150 for the expenses. Please note - this is separate from the teacher allotment you get each year. This is specifically for community-based instruction meaning, you will only be reimbursed for expenditures that occurred DURING your class outing(s). Receipts that are submitted that are not from the assigned day, time, and location of CBI trips will not be reimbursed. Again, save all receipts! In May, a Google form and more detailed information will be shared that you may complete and attach the receipts to be reimbursed.

Transportation for CBI

Yellow Bus Transportation Provided by the School District of Philadelphia:

In order to receive Yellow Bus Transportation for CBI trips, teachers must complete the CBI for before 10/4/25.

SEPTA Fare Cards for CBI

SEPTA Fare Cards will be available for some CBI trips. To access the SEPTA Fare Cards, teachers must:

1. Add the trip to their weekly Lesson Plans.
2. Procure the Fare Cards from the Main Office (or SPECM office).
3. Complete the sign-out form in the CBI binder.
 - a. List the students & staff that will be attending the trip
4. Return the Fare Cards upon the return to school.
5. The teacher running the CBI is responsible to code the students as Code 12: Authorized School Activities.

Controversial Issues- Policy 119

Schools do not teach controversial issues, they provide a space in which to study, discuss, and debate about them with the support of staff. At all grade levels, the schools should provide opportunities for students, according to their maturity, to analyze current

problems, gather and organize pertinent facts, discriminate between fact and opinion, detect propaganda, identify prejudice, draw sound conclusions, respect the opinions of others, and accept the principles of majority rule and the rights of minorities.

The study of controversial issues should be objective with a minimum emphasis on opinions. Staff should treat controversial issues in an impartial and unprejudiced manner and must refrain from using their position to promote a partisan point. No member of the staff shall attempt to control, by persuasion or threat, the judgment of the students.

[Policy 119](#)

[Administrative Procedures](#)

Copier/Printer IP Addresses

Use the IP addresses below to add the printers to your computer. If you need assistance, email Jeff McKenna: jkmckenna@philasd.org.

Main Office – 10.123.0.20
Teacher Lounge – 10.123.0.21
PE Office – 10.123.0.22
Room 204 - 10.123.0.23
Room 214 - 10.123.0.24
Room 222 – No longer in use
Room 333 - 10.123.0.25
Room318 - 10.123.0.26

Coverage

Preparation periods and common planning periods may be used for class coverage. Each morning, the roster chair will send out an email indicating the staff that are out of the building for the day & the coverage schedule for the day. The coverage is assigned on a rotating basis. If it is your turn to cover a class, the roster chair will place attendance sheets & lesson plans in your mailbox.

If you are assigned coverage, you are responsible for the attendance for that class. You do not need to mark students present, simply go into SIS & mark them absent.

If you have to schedule an IEP meeting during your prep, you are to notify the roster chair and your AP PRIOR to the meeting. You will not get a prep payback if you notify the team after the meeting or at the end of the school year. IEP meetings during your PLC will not count for a prep payback.

Teachers will receive paybacks for lost preps. The chart below lists the payback details.

Periods Lost	Cash Pay Back Options	Personal Leave @ 7 Periods Per Day
1	\$29.90	0.1
2	\$59.80	0.3
3	\$89.70	0.4
4	\$119.60	0.6
5	\$149.50	0.7
6	\$179.40	0.9
7	\$209.30	1
8	\$239.20	1.1
9	\$269.10	1.3
10	\$299.00	1.4
11	\$328.90	1.6
12	\$358.80	1.7
13	\$388.70	1.9
14	\$418.60	2
15	\$448.50	2.1
16	\$478.40	2.3

COVID Protocols

[COVID Information Hub](#)

Email

Staff members are assigned a SDP email/password for the SDP email system. It is expected that you check your district email at the beginning and the end of the school

day. Please be advised that any email sent using a school computer is subject to state and federal laws and can be subpoenaed into court cases involving students and/or school. Furthermore, if you're emailing information about students (SPECM requested information etc.), do not write the full name of the student in the subject line of the email. A student's name must appear as a first initial and last name (e.g., J. Doe). This is for confidentiality purposes.

IMPORTANT NOTE: In regards to sending AND/OR selecting the "reply to-all" option of all-staff "roxborough-list" email messages: only staff members previously authorized by the Principal are to do so. If you need to send an "all staff" email, you must receive prior approval from Mrs. Smalley.

Notes:

E-mail is inherently problematic because it can't include your facial expressions and gestures, or your tone of voice. Instead, the tone of your E-mail message will be interpreted in a vacuum of personal warmth that will be influenced instead by the mood of the reader at the time it is read. Misunderstandings will, at times, be unavoidable.

E-mail communications leave an electronic "paper trail" that many corporations have cause to regret. As a result, caution is needed when writing Emails as to appropriate content. A good question to have in the back of your mind is "Could this information ever come back to hurt our organization/me? If you think it could even be a possibility, then don't send it.

Field Trips

2025-2026 Update: The Office of Operations will be releasing a new webpage & Field Trip Form for the 25-26 school year. Until that occurs, we will follow the following procedure.

All Field Trips must be entered on the Event Request form for approval.

- [School Trip & Event Request Form](#)
- [Trip Stepper](#)
- [Ops Con Field Trips Session](#)

Roxborough Procedures (the Trip Stepper outlines this as well):

1. Submit a [School Trip & Event Request Form](#)
2. A teacher or staff member desiring to take a class or classes on a field trip must first complete an EH-81. Include the aims and objectives of the trip, the place or places to be visited, the itinerary, instructional purpose, cost and transportation. After completing the form, the teacher presents it to his/her supervising administrator.
3. Once approved, submit the paperwork to the Roster Chair.
 1. Be mindful of timelines:
 - In state paperwork MUST be submitted to Mr. Dumsha **3 weeks in advance (NO EXCEPTIONS)**
 - Out of state paperwork MUST be submitted to Mr. Dumsha **6 weeks in advance (NO EXCEPTIONS)**
4. The teacher will be notified in writing, if the trip can be taken.
5. All students attending the trip must submit at EH-80 Parent Permission Form.
6. Volunteer clearances and paperwork are required for all chaperones attending field trips, per the requirements listed by the Family and Community Engagement office.
- 7. Please send the list to the nurse's office in the event the students need medication three weeks prior to the trip. (NO EXCEPTIONS)**
 1. Submit the list of names to Dr. Charles when you submit the paperwork to Dumsha.
8. If you need packed lunches or lunch when the students return, you must let the cafeteria manager know as soon as the trip is approved.
9. Organizers of the Field Trip must enter the students' attendance in SIS using Code 12: Authorized School Activities.
10. The school will not provide SEPTA "Day Trippers" for the trips.

Fundraising Procedures

The School District of Philadelphia Auditors and the Principal will monitor all fundraising activities.

Required Procedures

1. Permission must be received from the Administer over fundraising (Ms. Mullen) in order to engage in any fund-raising projects.
 - a. Use this [FORM](#) to request permission to fundraise.
 - b. The form must be completed for every fundraising event.
2. Once your fundraiser is approved, the administrator will send it to the secretary to be added to the School Calendar.
3. The staff member running the fundraiser will be responsible for:
 - a. Maintaining inventory records of all fundraising merchandise;
 - b. Providing a reconciliation of sales and inventory to receipts deposited upon request of the principal or for audit purposes;
 - c. Protecting fundraising merchandise from theft, spoilage or destruction;
4. A report in duplicate must be turned in at the conclusion of a fund raising activity on an Official School District Form, which can be obtained from the school operations officer. (Mr. Dumsha)
5. No money is to be kept in school or in an employee's home. Give cash to the school operations officer with a deposit slip for **daily depositing**.
6. No activity money is to be commingled with another activity.
7. No money is to be deposited into an employee's personal account.
8. **NO STUDENTS SHOULD EVER BE COLLECTING \$\$ FOR ANYTHING WITHOUT A PRESENT, ACCOMPANYING ADULT.**

Harassment, Bullying & Racism

[248 Harassment and Discrimination - Students:](#)

Bullying: An intentional electronic, written, verbal, nonverbal, or physical act or series of acts directed at a student or students, which occurs in a school setting, as well as off-campus conduct, including online or social media conduct, that has a continuing effect on the campus, and which is severe, persistent, or pervasive and has the effect of doing any of the following: 1. Substantially interfering with a student's education; 2. Creating of a threatening school environment; or 3. Substantially disrupting the orderly operation of the school.

Harassment: Verbal, nonverbal, written, graphic, virtual or physical conduct relating to an individual's known or perceived protected classification. Harassment includes unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, sexual

harassment that does not meet the specific definition within Title IX, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when: 1. Such conduct is subjectively and objectively offensive; and 2. So severe or pervasive that it limits or denies a person's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of their race and sexual orientation.

[248 Administrative Procedures - Procedure A- Students](#)

[248 Administrative Procedures - Procedure B- Staff](#)

[249 Bullying/Cyberbullying](#)

Cyberbullying – any form of bullying that occurs by the use of electronic communication devices or through means of social networking, email, instant messaging, text messaging, tweets, blogs, photo and video sharing, chat rooms, dash boards, websites or apps including personal profile websites or apps, such as Snapchat, Instagram, and Facebook.

[249 Administrative Procedure](#)

Racism: the conscious or unconscious, intentional or unintentional enactment of racial power, grounded in racial prejudice and discrimination, by an individual or group against another individual or group from a perceived lower racial status.

How to Report Bullying Harassment or Discrimination:

Any person, whether the alleged victim or not, may submit a report alleging harassment or discrimination in several ways, including:

1. Completing the online [Bullying, Harassment and Discrimination Reporting Form](#);
2. Calling the Bullying/Harassment hotline at 215-400-SAFE;
3. Submitting a complaint via [Safe2Say](#);
4. Emailing the Title IX Coordinator directly at antiharassment@philasd.org; or
5. Reporting the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches, and administrators.

A report may be made at any time, including during non-business hours. All reports alleging harassment or discrimination will be investigated.

Harassment and Discrimination of Employees Policy & Procedure

[348 Harassment and Discrimination - Employees](#)

[348 Administrative Procedures - A](#)

[348 Administrative Procedures - B](#)

Health Room

All students must have an official hall pass to enter the Nurse's Office. Emergency situations must be referred to the Health Room immediately by calling extension 603-1050. If the teacher questions the student's ability to get to the Health Room safely, then the teacher should phone the Health Room and request assistance. If a student must access the elevator due to an injury, please contact the nurse for special pass and authorization.

If the nurse is not on duty, teachers should send the students to the main office.

*Medications- Teachers are to send all medications, for students, to the nurse's office. ONLY the nurse may administer medication.

Issuing a PTRE/PWN (Special Education Teachers/School Psychologist)

The following is the procedure for issuing a PTRE (Permission to Re-Evaluate) or PWN (Prior Written Notice):

PWN (Prior Written Notice):

- The PWN is issued 90 days prior to the reevaluation being due.
- The PWN is issued by the case manager.

PTE/PTRE (Permission to Evaluate):

- The PTE is only issued by the school psychologist.
- The PTRE is only issued by the SPECM or school psychologist. This includes PTRE's for Functional Behavioral Analysis (FBAs.)

Keys

Each staff member will receive a key for their assigned classroom space and one restroom key. These will be distributed on the first day of school for staff. It is the responsibility of staff members to return keys at the end of the school year or at the end of their service time at Roxborough. **Under no circumstances should staff make copies of assigned keys.** In the event that keys are lost or stolen, please report to the

academy administrator immediately via email.

If you were not assigned a key, please email your direct Academy Administrator and AP Saavedra.

Guest teachers will have classroom doors unlocked by an administrator or building engineer at the beginning of the school day. They may obtain restroom keys from the main office.

Mailboxes

Mailboxes for staff members are located in the Main Office across from the main office. Contents are to be inserted **above** the name. Staff need to check their mailboxes each morning as coverage paperwork will be placed there.

Maintenance & Facilities Requests

If you need the assistance of the Building Engineer for repairs please complete this [Facilities Request Form](#).

Please reference the [Facilities FAQ form](#) for any further questions related to facilities.

Partnerships

As an Academy model high school, Roxborough relies heavily on the development of strong partnerships with a variety of outside organizations. Our goal is to leverage these partnerships to provide relevant career exposure, mentorship, experiential learning, internships, externships, and potential employment opportunities for all of our students. [Please reference this list of our most current partnerships](#). Each academy will complete ongoing needs assessments to ascertain desired partnerships. If you have an idea for a future partnership, please discuss with AP Saavedra directly to begin the vetting process. Any classroom visitors must have all current clearances and must be approved by the academy administrator at least 1 week in advance of visitation.

Philadelphia Federation of Teacher

The School District of Philadelphia has a negotiated agreement with the Philadelphia Federation of Teachers (PFT), Local #3 of the American Federation of Teachers. This agreement covers the following school-based employees: teachers, non-teaching assistants, secretaries, nurses and paraprofessionals. Copies of the most recent contract are available from the building representative or [HERE](#).

Prep Time, Lunch & Non-duty Time

Contractually, all teachers are entitled to 225 minutes of prep per week. In addition, teachers are provided with 30 minutes of duty free lunch time.

PREP TIME (LEAVING THE BUILDING):

Teachers are generally not to leave the building during prep time. The following information is excerpted from the School District Policy from School Operations. "At times, teachers may leave the building provided that the following procedures are met:

1. Permission should be granted from administration prior to leaving the building.
2. Teachers leaving the building during their prep must sign out in the book and sign back in upon their return to the building.
3. Prep time may not extend the lunch period unless permission is granted by the administration.
4. Prep time may not be used to permit teachers to arrive at school later than the set arrival time nor to leave the school earlier than the set dismissal time.
5. Staff who need to leave the building for an emergency or other urgent reasons must have administrative permission and must sign out with the exact time on the official time and attendance sheet. Depending on the time of departure, a staff member may be charged for a whole or partial work day.

Purchasing

Procedures are controlled by the requirements of the Pennsylvania School Code and very stringent policies of the Board of Education. Teachers should submit a list of needs to the principal of the PLC. Ordering for the next school year begins in the spring semester. All professionals covered by the PFT agreement are given a \$100 allotment to spend on "supplies" instructional aids and books for the purpose of purchase or requisition of such materials for use with his students."

Research

Research conducted in the school or about the students must have prior written approval from the Office of Accountability and Assessment. This policy does not include student research projects involved in subject matter disciplines. If a teacher is not sure which category proposed research may fall in, he/she may get prior permission from an administrator. A general guideline is that surveys, questionnaires or the like involving personal information regarding students will generally be disallowed.

Restrooms

Student

Restrooms will be locked during the day. Staff will be deployed on each floor to provide access for students with a hall pass. [Restroom Schedule](#)

Gender Neutral

A gender neutral restroom is available on Floor 1 in the marble hallway. A staff member in the area is available to provide access.

Staff

Staff restrooms are located each floor and are identified for staff use only. All staff should have a key to the staff restroom. If you do not have one, please follow the process outlined in "[Keys](#)" to request one.

Floor	Location of Restrooms
1st Floor	Staff Lounge; Across from 119
2nd Floor	New Wing, Next to Room 201; Next to Room 228A
3rd Floor	New Wing, Next to Room 301; Next to Room 332

Visitor's Restroom

The visitor's restroom is the staff restroom located in the Marble Hallway. This is the restroom located between the IMC and the entryway.

Rosters-Students

All roster concerns must be filtered through the counselors. Teachers are not to send students to the roster room with concerns.

- [Roster Procedures](#)

Students are to fill out a [Roster Change Form](#). The academy counselor will review the request, communicate with the administration, and determine if the issue is serious enough to request a class change from the roster chair. **The administrator will approve or reject all requests.**

Rosters-Teachers

Teachers' rosters are developed over a period of time, which begins with the tally, or compilation of students' choices of courses. The process begins usually in late March.

Safety

Accidents involving children can happen in a split second. Please keep the following in mind:

- Do not pile objects
- Do not allow children to move furniture
- Use of appliances in the classroom is forbidden by fire code (coffee makers, microwaves, toaster-ovens etc.).
- You must report any broken furniture or loose tables to an administrator.
- Do not allow children to hang out of the window or bang on doors.

Smoking

Please note that smoking in front of the building or any area within 50 feet of the building is prohibited. (Refer to Board Policy #316) This policy will be strictly enforced. There is to be NO smoking in or around the school building. (This includes the loading dock area and the parking areas closest to the building.) Failure to comply with this may lead to disciplinary action.

Staff Injury/Workers Compensation

Report any work-related injury to an administrator and the secretary (Elaine Ransom-Goodman) no matter how minor you think it may be.

The secretary must report your injury before you can be treated at an approved Workers' Compensation clinic. You will receive a claim number to take to the approved medical provider. A Serious Incident Report must be submitted to school security if an injury occurs.

NOTE: The School District will not pay for your medical treatment unless you are treated at an approved medical center. Furthermore, if you go to your own doctor and disclose that your injury occurred at work, your insurance may not cover the cost.

STEP

The STEP team is our social-work/social-emotional support team, leading and supporting us as we seek to address the social-emotional needs of our students, their families, and even ourselves:

Dr. Damolla Haywood, STEP Clinical Coordinator dhayward@philasd.org
Sherron Gaines, STEP Case Manager, sgaines@philasd.org

Student Fare Card (Previously TRANSPASS) Procedures

On the first day of school, all forms of transportation on SEPTA including buses, trains and subways will be free to students so they can get to school safely. Students should have their Fare Cards from the previous school year. These cards will be automatically reactivated on the first day of school. If a student has lost or does not have a Fare Card, they will be distributed during the first week of school by the Climate Team.

Roxborough has the services of 4 SEPTA charter buses that offer express service from our school to various transportation hubs around the city. Buses #65, #32, #9, and #439 are all available at dismissal. Please encourage students to get on buses immediately after school to avoid longer commutes.

If a student loses their card during the school year, they will need to see Mr. Thomas in order to get a replacement card **after 2:34 pm** in room 207. Do not send students

down to 207 during class time.

Transportation of Student(s)

Under no circumstances should a teacher or staff member transport a student in his or her personal vehicle. Violations of this school district policy will result in disciplinary action.

Trespassing

The trespassing ordinance provides that visitors must obtain permission to be in the building. Persons who are in the building without permission may be arrested. An administrator and/or security officer should be notified immediately of the presence of a trespasser.

Valuables-care of:

Valuables should not be brought to school. In such a large building, security for valuables cannot be guaranteed. The following points should be helpful:

1. Faculty members may be issued a hall locker.
2. No one should leave pocketbooks, wallets, etc. unattended.
3. Classroom doors should be locked when not in use.
4. Valuable equipment must be secured.
5. More secure storage is available in a vault in the school. Teachers may consult with an administrator for use of the vault.

Visitors

General Visitor Guidelines:

1. Visitors must enter through the main front door.
2. Visitors are required to pass through the metal detector.
3. Visitors must sign the log and be given a visitor's pass.
4. Visitors are to go directly to the approved designated area.
5. Parents should be encouraged to make appointments.
6. Visitors must leave the building promptly when the visitation is over.

Family and Friends of Staff Members:

1. The minor children (under 21) of staff members are not permitted to come to the building while Roxborough students are present.
2. Adult family & friends must follow the guidelines listed above.

Former Students

1. Former students are not allowed to visit teachers during school hours unless approved by the school principal or your academy AP.

2. Former students (under the age of 21) must be accompanied at ALL TIMES. They are not to be permitted to move about the building without supervision. NO EXCEPTIONS
3. If a former student comes to visit you, they must check in at the Main Office and you must make arrangements for them to be escorted to your room by an adult.
4. If they are coming back to the building to volunteer, they must follow the volunteer procedures (clearances, training, etc.)
5. Former students over the age of 21 may follow the guidelines for general visitors.

Updates

Date	Section (bookmark)	Notes

Note:

"This handbook is subject to change at any time per administrative discretion"