

Dear Parent,

It is with great pride that we welcome you to the Christopher House Elementary School Community. The start of every school year is exciting for scholars and their families. Whether your child is starting his or her first day of school or your children have experienced many years at the Christopher House Early Childhood Center, together we start each year with renewed energy. Our hope is that you and your child(ren) are as energized as we are about the possibilities that await.

At Christopher House Elementary School, we believe strongly in educating the whole child in partnership with parents and families. Christopher House scholars engage in supportive learning environments and join a strong community that fosters a love of learning and inspires achievement. Christopher House parents experience a learning community that values their participation, input, and feedback. Christopher House teachers are challenged to nurture unique learning styles, interests, and strengths providing a solid foundation for scholars' learning. All of our community members promote the school's values of commitment to excellence, achievement and perseverance, respect and compassion, and equality of opportunity.

We work hard to fully challenge and realize each child's physical, social, and cognitive abilities, paying special attention to scholars' creative and critical thinking skills. Our team dedicates each day to shaping new opportunities for the academic, social, and emotional growth of our scholars. Our school is committed to providing a learning environment founded on cutting-edge research and exemplary methods of teaching and learning. We hold ourselves accountable to the academic, social, and emotional success of our scholars.

The Christopher House Elementary School staff consists of certified, highly qualified, committed, and caring professionals. We strive to help each child develop into an educated, well-adjusted, and productive human being. Our ongoing commitment to collaboration and the professional development of staff will also help to ensure continued success for our scholars.

This handbook is provided to assist you in understanding policies and procedures at Christopher House Elementary School. These policies and procedures are often applications of state and federal laws and regulations. As specific questions arise over the course of the year, please refer to this Parent-Scholar Handbook to address your questions or concerns. Any policy additions or changes that may arise during the school year will be sent in writing to Christopher House families.

We have high expectations for ourselves, you and your child, because we know your child deserves a bright future, and we will work in partnership with you to move towards that goal. We look forward to working together with you to make the 2020-2021 school year a success.

Sincerely,

Kristin Novy
Principal

Lori Baas
CEO

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WELCOME TO CHRISTOPHER HOUSE

For more than 100 years, the Christopher House mission has been to strengthen and empower economically disadvantaged children and their families by providing a continuum of educational and human services. Our integrated web of support services helps build thriving families by equipping them with the tools they need to become self-sufficient and progress in their social, emotional, educational, and economic development.

We operate accredited early learning, elementary, and out-of-school time programs grounded in research-based curricula and high-quality instruction. Christopher House values high expectations alongside an educational program that leverages arts integration, project-based learning, parent engagement, celebration of diversity, and a commitment to measurable results. These values are the framework of our learning community and extend to scholars, parents, teachers, and administrators. These values have resulted in educational services that produce significant returns in

scholar achievement and parental involvement. Our dynamic and innovative programs lead the field in accountability and achievement by establishing and exceeding rigorous academic, social, and emotional outcomes.

Critical to our success in achieving excellent student outcomes is our belief that parents and family play an integral role in the academic, social, and emotional success of children. Our educational model is designed to engage parents by equipping them with the knowledge and resources to play an active role in the education process. We embrace family members as a part of our learning community and as a part of our education team. Christopher House expects our culture of high expectations, academic rigor, and student support to extend beyond our school walls and into the homes of our families.

The Christopher House Elementary School team believes strongly in educating the whole child. This means we pay special attention to maximizing creative and critical thinking and questioning skills. We work hard to fully challenge and realize each child's physical, social, and cognitive abilities.

We recognize that children are individuals and that every child is unique. Our program accommodates the broad range of children's needs, their learning rates and styles, and their knowledge, experiences, and interests to facilitate continuous learning. To achieve this, we use an integrated curriculum incorporating a variety of instructional models, strategies, and resources.

Our learning environment is experience-rich, providing time and opportunities for first-hand experiences. It facilitates the development of thinking processes through engaging children in activities that stem from their natural curiosity and wonder. Children are invited to explore and represent their thinking in a variety of forms. The environment is rich with language and literacy experiences, providing time and opportunities for children to communicate with each other and adults, to be immersed in oral and written language, and to become literate in purposeful, meaningful ways.

We are excited to build on our portfolio of educational and support services and expand our transformative culture into a birth-to-eighth-grade school comprised of an early learning school and an elementary school. Our elementary school creates unprecedented collaboration between early childhood and elementary educators and offers crucial family support programs. In addition, it provides foundational exposure during the earliest years of life to Christopher House's culture of high expectations and academic excellence.

OUR SCHOOL MISSION

Christopher House Elementary School develops independent, creative, lifelong learners in a school where scholars, teachers, and parents form a community committed to excellence, achievement, perseverance, respect, and compassion. The school's rigorous college prep curriculum develops critical thinkers who will succeed in high school, college and beyond.

Christopher House believes children thrive when:

- They have access to a high-quality education;
- Their parents can support them financially and emotionally;
- Professionally trained teachers know them as individuals;
- Education begins at birth, with parents as the first teachers, and continues through life;
- Data is the basis for evaluating educational outcomes and program adjustments;
- The adults in their lives have high standards and set high expectations.

OUR VALUES

Commitment to Excellence

We are committed to a world-class education that nurtures every child to become an inspired leader, a well-rounded individual, and a contributing member of a global society. Our instructional program is highly differentiated and

rigorous. We assess each child’s strengths and establish individualized learning plans for every scholar. Data-driven instruction permeates all levels of the school. Beginning in Kindergarten, scholars look at their interim assessment data and make goals for their own achievement, which they each discuss with the principal. Teachers use the data to inform differentiation in the classroom. Ongoing grade-level team meetings and Wednesday staff development days allow teachers to collaboratively analyze data and plan accordingly.

Achievement and Perseverance

We focus strongly on a college preparatory curriculum and promote a disciplined but supportive learning environment over a longer school year with longer school days. Our scholars will be prepared to succeed in high school, in college, and in life.

To help each child reach his or her full potential for success, we provide scholars with the skills and experiences that teach them to overcome obstacles and encounter challenges with perseverance. The goal is to develop self-motivated learners who see challenges as opportunities to grow and improve themselves.

Respect and Compassion

Scholars, staff, and family work together to create a caring community of learners who feel safe, welcome, and valued. We recognize that parents and scholars encounter challenges. Children are taught to support one another within their learning community. In addition, parents and families are offered support services during times of need (i.e. food pantry, emergency assistance).

By teaching essential life skills, building caring relationships, and modeling respectful behavior, Christopher House Elementary School team members create a context for learning that supports the development of all scholars as empathetic, self-aware, and socially responsible citizens.

Equality of Opportunity

The fundamental belief at Christopher House Elementary School is that all children have the right to attend schools in which they can progress and learn and the right to be given a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

Our scholars come to us with varying degrees of tangible academic skill, but the common thread among them is the willingness and desire to work hard; to learn in a caring, nurturing environment; to embrace the vision that they can attain college admission; and to build on their inherent strengths to achieve these goals.

If a child cannot learn the way we teach, then we must learn to teach the way the child can learn. Christopher House Elementary School will work with parents and the community to mold successful leaders for our global society.

CONTACT INFORMATION

Christopher House Elementary School
5235 W. Belden
Chicago, Illinois 60639
773-922-7542
www.christopherhouse.org

Principal	Kristin Novy	knovy@christopherhouse.org
Office Manager	Elizabeth Cruz	ecruz@christopherhouse.org
Assistant Principal	Laura Pietrini	lpietrini@christopherhouse.org

Associate Director, Primary School	Shay Frey	SFrey@christopherhouse.org
Lead Personalized Learning Specialist	Veronica Johnson	VJohnson@christopherhouse.org
Personalized Learning Specialist	Loren Myers	Lmyers@christopherhouse.org
Middle School Counselor	Michelle Correa	mcorrea@christopherhouse.org
Diverse Learners Coordinator	Dori Smith	dsmith@christopherhouse.org
ELL Coordinator	Faith Chang	fchang@christopherhouse.org

Contact for Other Leadership Roles

Interim Chief Executive Officer	Libby Shortenhaus Katheryn Steward	lshortenhaus@christopherhouse.org ksteward@christopherhouse.org
Director of Operations (Manages facilities, maintenance, security)	Becky Seibel	bseibel@christopherhouse.org
Director of Family Support Services	Gloria Kuechenberg	gkuechenberg@christopherhouse.org
Director of Early Childhood and Youth Development	Karen Ross-Williams	kross@christopherhouse.org
Associate Director, Youth Development	Erika Alcibar	ealcibar@christopherhouse.org

**Christopher House Elementary School
Organizational Chart 2020-2021 School Year**

Staff	Title	Email
Kristin Novy	Principal	Knovy@christopherhouse.org
Laura Pietrini	Assistant Principal	Lpietrini@christopherhouse.org
Shay Frey	Associate Director	sfrey@christopherhouse.org
Michelle Correa	Middle School Counselor	Mcorera@christopherhouse.org
Veronica Johnson	Lead Personalized Learning Specialist	Vjohnson@christopherhouse.org
Brian Haran	Health and Wellness Manager & PE Teacher	Bharan@christopherhouse.org

Personalized Learning Specialist	Loren Myers	Lmyers@christopherhouse.org
Student Support Manager	Micaela Kahan	Mkahan@christopherhouse.org
Student Support Specialist	Sydney Namoff	snamoff@christopherhouse.org
ELL Coordinator	Faith Chang	Fchang@christopherhouse.org
ELL Teacher	Mariah Torres	Mtorres@christopherhouse.org
Dori Smith	Diverse Learners Coordinator	Dsmith@christopherhouse.org
Bailey Baker	Diverse Learner Teacher	bbaker@christopherhouse.org
Jeremy Drazner	Diverse Learner Teacher	jdrazner@christopherhouse.org
Aftin Phye	Diverse Learner Teacher	aphyfe@christopherhouse.org
Kelly Rivera	Diverse Learner Teacher	krivera@christopherhouse.org
Kaela Blasen	Paraprofessional	kblasen@christopherhouse.org
Kate Hynes	Paraprofessional	khynes@christopherhouse.org
Alexandra Machuca	Paraprofessional	amachuca@christopherhouse.org
Miracle Taylor	Paraprofessional	mtaylor@christopherhouse.org
Endora Turner	Paraprofessional	eturner@christopherhouse.org
Jasmine Velez	Paraprofessional	jvelez@christopherhouse.org
Jen Pink	School Scheduling Coordinator	jpink@christopherhouse.org
Michael Carreira	Music Teacher	mcarreira@ChristopherHouse.org
Mallory Namoff	Art Teacher	mnamoff@christopherhouse.org
Kristin Wagner	Physical Education Teacher	kwagner@christopherhouse.org
Kallen Molnar	Kindergarten Teacher	kmolnar@christopherhouse.org
Celia Taylor	Kindergarten Teacher	ctaylor@christopherhouse.org
Audrey Zidzik	1 st Grade Teacher	azidzik@christopherhouse.org
Meredith Wheatley	1 st Grade Teacher	mwheatley@christopherhouse.org
Kelsey Nelson	2 nd Grade Teacher	knelson@christopherhouse.org
Heather Shawaluk	2 nd Grade Teacher	hshawaluk@christopherhouse.org
Genevieve Kveton	1 st /2 nd Split Teacher	gkveton@christopherhouse.org
Julia Corsini	3rd Grade Teacher	jcorsini@christopherhouse.org
Corinne Dail	3 rd Grade Teacher	cdail@christopherhouse.org
Jordan Reece	Lead Intermediate/STEAM Teacher	jreece@christopherhouse.org
Lauren Adejumo	Intermediate Math Teacher	ladejumo@christopherhouse.org
Lilia Hargis	Intermediate Reading Teacher	lhargis@christopherhouse.org
Emily Timmer	Intermediate Global Awareness Teacher	etimmer@christopherhouse.org
Gabriela DeLoof	Lead Middle School/STEAM Teacher	gdeloof@christopherhouse.org
Alejandro Gonzalez	Middle School Math Teacher	agonzalez@christopherhouse.org
Sarah Kane	Middle School Math Teacher	skane@christopherhouse.org
Lindsay Wagner	Middle School ELA Teacher	lwagner@christopherhouse.org
Kelly Love	Middle School ELA Teacher	klove@christopherhouse.org
Ramon Goggins	Middle School Global Awareness Teacher	rgoggins@christopherhouse.org

Christopher House Elementary School operates from 7:45 a.m. to 3:15 p.m. Monday, Tuesday, Wednesday, and Thursday, and from 7:45 a.m. to 1:15 p.m. on Friday. The Friday schedule provides teachers time to meet, plan, and receive training. This weekly staff development time is crucial and helps us to improve not only our skills as teachers, but also the school program as a whole.

Scholars are required to arrive at school on time and to remain in school until dismissal at 3:15 (1:15 p.m. on Friday). It is vital that you send the strong message to your child that school is extremely important. The school attendance habits that are instilled in our scholars at an early age can lead to a lifetime of educational and professional success.

Hours of Instruction

Monday, Tuesday, Wednesday, Thursday	7:55-3:10 p.m.
Friday	7:55-1:10 p.m.

School Doors Open for All Elementary Scholars

Monday-Friday 7:20 a.m.	Breakfast will be served in the classroom from 7:35-7:55 a.m.
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After-School Programs

Monday, Tuesday, Wednesday, Thursday	3:15 p.m.-5:30 p.m.
Friday	1:15 p.m.-5:30 p.m.

Enrichment Classes

During the school day, children will participate in four enrichment classes per week (60- minute periods) of music (2) physical education (2) creative movement (2) or explorations elective (2).

School Pick-Up

Parents and guardians of scholars who are not picked up 10 minutes after regular dismissal (3:25 p.m. Monday, Tuesday, Thursday, Wednesday, or 1:25 p.m. on Friday) will be charged \$1.00 per minute. This fee will be waived the first time a late incident occurs; however, there will be no additional waivers, regardless of the reason for lateness, after the first incidence of late school pick-up. No exceptions will be made. It is the parent/guardian’s responsibility to ensure that their children are picked up on time. Parents and guardians are also responsible for knowing of a late pick up if a person other than the parent/guardian is picking a scholar up from school.

If a child has not been picked up after one hour and if no contact has been made with a parent, legal guardian, or other authorized person, the police will be contacted, informed of the situation, and asked to arrange a safe and legal place for the child.

Christopher House Elementary School 2020-2021 School Calendar

August 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8

Virtual Meet and Greet 8/20 4:00-6:00 p.m.

January 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9

1/1 Winter Break

FAMILY ENGAGEMENT
FAMILY ENGAGEMENT

Christopher House Elementary School has high expectations for academics, behavior, and family engagement. In order for your child to reach his or her full potential and greatest success, we need you to be an active contributor to your child's academic, social, and emotional growth. We are all part of your child's team; if you and your child work with us, we can all succeed in fulfilling our mission to prepare students for high school, college, and lifetime success.

The important task of educating a child calls for the school, the scholar, and the family to work together to ensure success. We encourage families to participate actively in their children's education. We strive to cultivate positive and productive relationships with all of our families.

Parent Engagement Opportunities

Christopher House family-school relationships are maintained through:

- Conferences with scholars, families, and teachers (including three report card nights per year and one back to school orientation per year);
- Community-wide events, celebrations, performances, and family field trips;
- Volunteer opportunities such as chaperoning field trips, assisting in the classroom or lunchroom, or providing help during breakfast or recess. Parent must complete a training and sign a volunteer agreement before volunteering.

Parent/Visitor Procedures

- Anyone who is not a regular staff member or scholar of the school, including parents, will be considered a visitor.
- **All visitors to the school must sign in and report to the elementary school main office on the second floor of the building to receive a visitor's badge. This badge must be worn throughout the school visit.**
- **Teachers will not take class time to discuss individual matters with visitors.**
- All visitors are required to abide by the rules for public conduct on school property contained in this handbook's Code of Conduct. By entering school property, visitors accept these rules.
- Visitors should schedule classroom visits with the classroom teacher at least 48 hours in advance.

Fundraising

- As a non-profit agency, Christopher House relies on fundraising efforts to help subsidize our programs. Parents will be asked to assist with these efforts during the year and are expected to participate in the organization of at least one event each school year. Parents and staff work together to plan these events, which cannot be successful without everyone's efforts and contributions. We count on this revenue to supplement our programs with additional classroom supplies, field trips, etc.

PARENT, SCHOLAR, TEACHER AND PRINCIPAL COMPACT

In order for us to work as partners in your child's education, we ask that you adopt Christopher House's values of commitment to excellence, achievement and perseverance, respect and compassion, personal responsibility, and equality of opportunity into your daily lives. Our expectations for how these values will be exhibited as you participate in our school community are outlined on the following pages in the School-Parent Compact. To attest to the commitment students and families make to the school and that the school makes to students and families, we require that the principal, teacher, and each parent or guardian sign the contract on the following page.

SCHOOL-PARENT COMPACT

Dear Parent/Guardian:

We value your role in helping your child achieve high academic standards. The purpose of the School-Parent Compact is to communicate a common understanding of parent and school responsibilities in order to ensure that every scholar attains high academic standards leading to a quality education.

The compact outlines what the school needs from you to ensure your child's success. Remember, you are a part of this educational community, and each time you meet the requirements of the compact, you are making a positive contribution to your child's education. The compact outlines what the school pledges to do for you and your child to ensure that his or her learning needs are met in a manner consistent with what is outlined in the Parent-Scholar Handbook. We take our pledge very seriously and ask you to do the same.

PARENT EXPECTATIONS

Attendance/Preparedness to Learn

- I will ensure that my child comes to school every day on time to begin school at 7:45 a.m.
- I understand that if my child is absent more than 10 days per year, he or she may have to repeat his or her current grade.
- I will make sure that my child promptly makes up missed work following absences.
- I understand that an absence is excused only for illness, family emergency, or religious observance and that I must call on the morning of the absence (at the latest) and send a written note of explanation.
- I understand that my child will not earn credit for work missed after unexcused absences, including but not limited to: family vacations, participation at sports tournaments, and attendance at other forms of entertainment.
- I understand that the school day ends at 3:15 p.m. (1:15 p.m. on Fridays) and my child must be picked up promptly unless he or she is in an after-school program.

Homework

- I agree to check my child's homework nightly to ensure that it is completed properly.
- I agree to create an environment that supports my child's ability to focus and complete his or her homework.

Approach to Guidance and Discipline

- I agree to promote and support the rules of behavior as outlined in the Parent-Scholar Handbook.
- I understand that my child will be suspended if he or she does not attend an assigned behavioral consequence such as detention (not applicable to primary grades).
- I will come to school for a meeting if my child is suspended or behaves disrespectfully towards his or her teachers, and I understand that my child will not be allowed to return to class until this meeting occurs.

Promotion Policies

- I understand that my child needs to pass all core academic classes in order to be promoted to the next grade.
- I understand that my child will be retained if he or she fails one or more core academic classes.

Dress Code

- I will ensure that my child comes to school in uniform, according to the guidelines listed in the Parent-Scholar Handbook.

Communication

- I agree to support my child's academic work by communicating regularly with my child's teachers, by scheduling appointments to talk with them as needed, and by attending all Parent-Teacher Conferences.
- I agree to attend parent meetings and other school-sponsored events on a regular basis.
- I will use appropriate language and tone when communicating with school personnel in person and via e-mail, telephone, or written correspondence.
- I agree to communicate with my child's teacher or another staff person at the school if I am struggling to be successful in any of the areas outlined above so that together we can create a plan for success.

SCHOOL EXPECTATIONS

Attendance/Preparedness to Learn

- Teachers will begin the day promptly at 7:45 a.m. every day.
- Teachers will start each day in a way that sets a positive tone for learning.
- Teachers will create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to scholars' interests.
- Teachers and administrators will nurture a sense of belonging, significance, and emotional safety so that scholars feel comfortable taking risks and working with a variety of peers.
- Teachers and administrators will create a calm, orderly environment that promotes autonomy and allows scholars to focus on learning.
- All school staff will build a sense of community and shared purpose.
- All school staff will set high expectations and teach scholars how to meet them.

Homework

- Teachers will create homework plans that are meaningful extensions of classroom learning.
- The school will support families with homework if requested.

Approach to Guide and Discipline

- All school staff agree to promote and support the rules of behavior as outlined in the Parent-Scholar Handbook.
- Teachers and administrators agree to work closely with parents to problem-solve and create solutions for student success should challenges arise.
- Teachers and administrators agree to promote a positive school climate through the policies and strategies outlined in the Approach to Guidance and Discipline section of the Parent-Scholar Handbook.

Promotion Policies

- Teachers and administrators will communicate with parents if there are any concerns with a student's ability to meet the qualifications for on-time promotion.
- Teachers and administrators will work closely with parents to identify interventions, tutoring programs, and other solutions if there are concerns regarding on-time promotion.

Dress Code

- All school staff will model professionalism in their appearance at all times.
- COMMUNICATION
- Teachers and administrators agree to communicate regularly with parents through check-ins, scheduled meetings, parent-teacher conferences, and notes home.
- Teachers and administrators agree to participate in parent meetings and other school-sponsored events on a regular basis.
- All school staff agree to use appropriate language and tone when communicating with parents in person and via email, telephone, or written correspondence.

Arrival and Dismissal Policy

Parents and families are not permitted to enter the building on Belden until after 7:30 AM when the admins are there to buzz them in.

Arrival:

- Doors will open at 7:20 AM (On Lockwood)
- Staff will be present to open car doors and greet all students
- Parents/guardians will not be permitted inside the gym during drop off
- Students will filter into the gym until teacher pick-up at 7:35 AM - students will take breakfast and eat in the classroom.
- Doors will remain open until 7:45 AM

- Parents will not be permitted in the hallways and may not walk students past the office
- After 7:45 AM students must be dropped off at the front door (On Belden)
- If students arrive after 7:50 AM parents must sign them in at the office

Dismissal

- **Dismissal occurs from 3:00-3:15 PM Lockwood**
 - **Kindergarten and 1st - 3:00 PM Main Entrance on Belden**
 - **2nd and 3rd - 3:05 PM Lockwood Doors**
 - **4th-5th 3:10 PM Lockwood Doors**
 - **6th-8^h – 3:15 PM Middle School Doors on Latrobe**
- **After 3:25 PM parents must pick up students in the main office and sign them out**
 - **A \$1.00 per minute charge will be imposed**
- **If weather or other conditions prevent outdoor dismissal, students will in the gym**
- **Friday dismissal occurs from 1:00-1:15 PM on Lockwood**
 - **Kindergarten and 1st - 1:00 PM**
 - **2nd and 3rd - 1:05 PM**
 - **4th and 5th Grade - 1:10 PM**
 - **Middle School (6th-8th) – 1:15 PM**

***If students will be walking home without a parent/guardian, the school must be notified, in writing, ahead of time.**

Washroom Use

Washroom expectations should be reviewed at the beginning of the school year. Washrooms are to be used under teacher supervision. **Teachers should check the washrooms before and after classroom use.** Children should not be allowed to use the washroom at other times unless it is urgent. Students must have a pass when going on their own. When at recess, breakfast, lunch, P.E., or the Music Studio, scholars should use the single restrooms downstairs. Scholars should be monitored to ensure they return in a timely fashion when on their own. They must have a pass anytime they are sent to the restroom downstairs as well. In order to promote and reinforce proper washroom behaviors, grade levels will alternate washroom accountability each week. Each grade level will be responsible for keeping the washrooms clean on their assigned week. This will include 2 daily sweeps of the bathroom and the responsibility of cleaning up any messes made by peers

Middle School Lockers: Students will be assigned a locker each year. All lock combinations will be filed in the Main Office. Students must keep their lockers locked at all times. The locker is to be maintained by the student throughout the year, and he/she is responsible for any damages. Students should NOT share their locker or combination. Lockers are the property of Christopher House, and the contents of all lockers are subject to random searches at any time without regard to whether there is a reasonable suspicion that any locker, or its contents, contains evidence of a violation of a criminal statute or school rule.

SCHOOL AND PARENT COMMUNICATION

Christopher House Elementary School recognizes the importance of open and informative communication with scholars, staff, parents, and community members. Good communication between home and school is a key to maximizing each scholar's school experience. Questions regarding assignments, scholars' progress, or other school related issues should be directed to the classroom teacher, the primary source of information. Contact may be made by letter, email, or telephone; parents may also leave a message for staff throughout the day and after school hours. Voicemail may also be left for the school office and principal. We value ongoing, respectful communication between home and school to ensure a strong partnership for the benefit of our children.

Open communication between school and parent is critical during a child's educational career. All parents have access to their child's personal information through a password protected, computer-based system that allows them to monitor their children's progress by seeing test scores, assignments, and attendance. This connection gives parents up-to-date information to help them assist their child as necessary. Each family receives the Parent-Scholar Handbook with important school information.

In order to be effective partners, we must communicate. Some examples of communication include:

- **Report Card Conferences:** At the end of quarters 1-3, parents/guardians will be required to come to the school for report card conferences with their children's teachers.
- **Phone Calls:** Throughout the year, you will receive phone calls or notes from teachers or school administrators. If the message requires a response, please contact the school either by phone or in writing within 48 hours.
- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you.
- **Contact Information:** To ensure we can maintain contact with you regarding your child's progress and reach you in cases of emergency, it is very important that you keep us apprised of changes to your contact information as soon as they occur. Please remember to communicate ANY changes in contact information, including contact phone numbers
- **Monthly Parent Communication Packet:** Every month, a communication packet is sent home with your child with school updates. It is important that you check your child's folder for the monthly packet.
- In addition to the above resources, we will use classroom newsletters, progress reports, parent-teacher conferences, telephone calls, e-mail, parent information nights, and Christopher House Elementary School activities to enhance the communication process.

PARENT TO SCHOOL COMMUNICATION:

- Christopher House recognizes the importance of open and informative communication with scholars, staff, parents, and community members. Good communication between home and school is a key to maximizing each scholar's school experience
- If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you contact the school. Parents can expect a return on all communication (e-mail, phone, in person request) within two school days.
- All issues should be directed first to the teacher via email or phone. If the issue persists or the outcome is unsatisfactory, follow the communication protocol below.

Discipline Issues

- Teacher [Administrative team or Principal [Chief Executive Officer [Board of Directors

Academic Issues

- Teacher [Administrative team or Principal [Chief Executive Officer [Board of Directors

Special Education Services

- Associate Director of Diverse Learners [Principal [Chief Executive Officer [Board of Directors

After-School Programming

- School Age Worker [School Age Manager [Associate Director of Youth Development [Director of Early Childhood and Youth Development [Chief Executive Officer [Board of Directors

2020-2021 Curriculum

Adhering to the current educational practice of meeting students' individual needs, Christopher House Elementary School Teachers are highly trained to plan a broad spectrum of activities that respond to a broad range of learners.

Differentiated Learning Goals

- Recognize differences in students' learning strengths, styles, interests, and paces.
- Provide challenging, meaningful activities for all students.

- Provide equal opportunity for all students to develop potential and skills for success.
- Meet varying needs of students by matching instruction to child.
- Integrate higher-level learning within the general standards-based curriculum.
- Encourage teachers to continue their own education and training for understanding and supporting differentiation using data.
- Provide a nurturing environment that is conducive to higher-level questioning and discussions.
- Promote excellence in instructional decision-making.
- Transform potential into production.
- Learn persistence, organizational skills, and study skills to maximize student potential.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) matches a leveled response of instruction and intervention with the needs of the individual student. Leveled instruction is categorized into three tiers of support. A determination of the level of support needed is based on student monitoring and on-going data collection. More intensive intervention strategies are provided to students based on the student's ability to progress in the general education curriculum. Parents work collaboratively with their child's teacher throughout the MTSS process. The MTSS team meets to review a student's response to intervention and determine supports necessary for the student to continue to progress. If a student is not making desired progress through MTSS strategies, Christopher House Elementary School staff will begin the referral process for special education.

Special Education

An inclusive model of Special Education mainstreams students to the fullest extent possible. An Individualized Education Plan (IEP) is developed to address each child's unique needs. The Christopher House philosophy supports a belief that students can be served in a general educational setting to the degree it serves their special needs and allows for the natural progression of the general education program. Christopher House hosts a special services team to assist general educators in meeting students' complex, individual needs.

English Language Arts

Balanced Literacy (Lucy Calkins) Grades K-3rd

A comprehensive balanced literacy program based on strong research and effective classroom practices is used at Christopher House Elementary School. The balanced literacy program teaches children to comprehend, appreciate, and enjoy reading. It combines developmentally appropriate language and literature and rich reading and writing experiences with explicit skills instruction based on the assessed needs of the child. The program's goal is for all children to become capable, confident readers who understand sound-symbol relationships, gain meaning from print, and acquire a love of reading.

Components of a balanced literacy program include:

- Interactive Read-Aloud
- Shared Reading (whole class)
- Guided Reading (small group)
- Independent Reading

- Shared Writing (whole class)
- Interactive Writing (whole class)
- Writer’s Workshop (small groups or individual)

Interactive Read-Aloud (Lucy Calkins)

For young children, one of the most effective ways to learn new words is to listen to read-alouds. During read-aloud, students actively listen and respond to an oral reading of a text. Reading to children is the most effective literacy demonstration one can provide. As we read aloud, we demonstrate how to think and act like a reader. We also provide insights into writing because we are sharing a coherent, meaningful piece of written language that an author has constructed. During read-alouds, Christopher House scholars are exposed to a variety of genres and increasingly complex texts. Christopher House teachers direct scholars’ attention to the author’s craft, use of language, characterization, organization, and text structure.

Shared Reading (Lucy Calkins)

Scholars read from a common enlarged text, either a large-print book, a chart, or a projected text. Individuals may also have their own copies. Christopher House teachers lead the scholars, pointing to words or phrases. Reading is usually in unison, although there are adaptations, such as groups alternating lines or individuals reading some lines. (Reading A-Z)

Guided Reading

In guided reading, a teacher supports each reader within a small group setting to develop effective reading strategies for processing texts at increasingly challenging levels of difficulty. Guided reading helps students to become fluent readers who can problem-solve strategically and read independently and silently.

Independent Reading (Lucy Calkins)

Independent reading is the final stage of comprehensive literacy, in which scholars take on full responsibility for their own reading. As the continuum of reading instruction flows from teacher read-alouds to shared reading to guided reading, scholars learn and practice good reading strategies with various amounts of responsibility. In the early stages of comprehensive literacy, student responsibility was interposed with teacher responsibility. In the independent reading stage, however, students are required to self-select and read materials at their own “just right” levels, navigate texts, and independently practice text comprehension skills.

By selecting their own books, scholars take control of what they read and, therefore, become confident, motivated, and enthusiastic about reading. Because scholars can now choose what they read, the teacher makes many genres available to them. Books can be recommended to scholars by teachers or by their peers. During independent reading, scholars may be asked to complete a reading log, and teachers may

Sing, Spell, Read, and Write: Kindergarten

Sing, Spell, Read and Write uses phonics songs, interactive charts, and games to teach the alphabetic principle, phonemic awareness, sound-letter correspondence, short vowel sounds, and blending in a fun and meaningful way. By the end of Kindergarten, students will be reading fully-decodable storybooks with single- and short- vowel words.

Word Work/Phonics: Words Their Way Grades K-1st Grade

Words Their Way is a developmental spelling, phonics, and vocabulary program that is structured as an open ended, individual process. An assessment is given to determine where to begin instruction for each scholar and based on assessment results, students are given words to study in order to discover the common attributes of spelling patterns. Scholars learn features by completing activities such as word sorting, word hunts, games, drawing, and labeling. Scholars work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

Fountas and Pinnell Phonics K-2nd Grade

Fountas and Pinell's Phonics program Introduces high-leverage phonics concepts and strategies in a way that keeps pace with students' reading and writing and helps them understand when, how, and why they can use phonics to read and write. The program offers fun and engaging storylines, classroom mascots, songs, chants, rhymes, and games to engage students.

Shared Inquiry Through Junior Greatbooks and/or Teacher Created Units 2nd-8th Grade

Shared Inquiry is a method of teaching and learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read. It centers on interpretive questions that have more than one plausible answer and can lead to engaging and insightful conversations about the text.

Vocabulary - Wordly Wise and/or Teacher Created Units K-8th Grade

Vocabulary instruction becomes more sophisticated while continuing to prepare students for content area learning. Strategies and skills include: vocabulary development , reading comprehension, critical thinking, using a dictionary and pronunciation key, word usage, test taking/assessment, context clues, synonyms and antonyms, multiple meaning words, using word parts to determine meanings, prefixes, suffixes, Greek and Latin roots, homophones, picture clues and captions, analogies, word origins, and repeated exposure in many contexts.

Intermediate and Middle School Literacy

Reading Workshop

The goal of Reading Workshop is to create a place where kids love and enjoy reading. It also provides a place to practice reading. Scholars participate in Reading Workshop during their ELA classes. Reading workshop includes book talks, read alouds, choosing books that interest them from classroom library, conversations with classmates and independent reading time in class.

Guided Reading

In guided reading, a teacher supports each reader within a small-group setting to develop effective reading strategies for processing texts at increasingly challenging levels of difficulty. Guided reading helps students to become fluent readers who can problem-solve strategically and read independently and silently.

Project Based Learning

When students do Project Based Learning the goal is to solve a real-world problem or answer a complex question. They will demonstrate their understanding through creating a product or presentation for a chosen audience. Through this process, scholars are able to develop critical thinking skills, use their creativity and increase collaboration skills.

Socratic Seminar 4th-8th Grades

Socratic Seminar is used throughout the Intermediate and Middle School. It is based around a formal discussion on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

Literacy Blended Learning (Online programs)

MyON Grades K-8th Grade

MyON is a personalized, online literacy program that matches students' interests and Lexile reading level to a recommended book list generated from the largest digital library with over 8000 enhanced digital books with reading support.

RAZ Kids and Reading A-Z K-8th Grade

RAZ Kids is a collection of online books with the following features: Students can listen to [books](#) for modeled fluency, read books for practice, and then record themselves reading so teachers can monitor progress. Every leveled eBook has an accompanying eQuiz to test reading comprehension. Books include Spanish, Song, Nursery Rhymes, Poetry and more. Because all books are available 24/7 via the Web, students can practice reading anytime, anywhere

Reading A-Z is a collection of online texts with the following features: Printable and projectable [leveled readers](#) at 29 reading levels, In-depth [guided reading](#) lesson plans, [worksheets](#) and [assessments](#), books and resources correlated to [state](#) and Common Core Standards, English, [Spanish](#), [French](#) and [British English versions](#)

BrainPOP K-8th Grade

An online engagement tool to support core instruction. Scholars can watch a wide variety of videos with engaging content and activities to help supplement their core instruction.

Study Island 2nd-8th

Study Island helps scholars master state-specific, grade-level academic standards in a fun and engaging manner. Study Island combines rigorous content that is highly customized to specific state standards in reading with interactive features and games that engage students and reinforce and reward learning achievement.

Writing K-8th

Shared Writing

In shared writing, the teacher and class or small group of students compose a meaningful text together. Through guided conversation, the teacher scaffolds the students' language and ideas. The teacher scribes during the construction, focusing on a few key teaching points regarding word solving, the craft of writing, or the conventions of writing. The text is reread many times and used as a reference for student writing. (WriteSteps and Lucy Calkins)

Interactive Writing

In interactive writing the teacher shares the pen with a class or group of children as they collaboratively compose and construct a written message. Everyone in the group has the opportunity to see a clear demonstration of the process of producing a piece of writing from thinking about and composing the message to using the written product. Each time a child comes to the easel to contribute a letter, word, or print feature (spacer, punctuation), the action has instructional value. The final text is readable by most children and displayed for permanent demonstration. It is a resource for words and a reminder of how to go about writing. (WriteSteps and Lucy Calkins)

Writer’s Workshop (Lucy Calkins)

Writer’s workshop is whole-class or small-group instruction for students learning the same craft and conventions of writing. The teacher provides explicit teaching of writer's craft, strategies, and skills based on group needs or interests.

Independent Writing

During independent writing, students work individually to compose meaningful texts. They apply what they have learned from the writing process to the composition and construction of their own text.

Mathematics

Math Expressions K-3rd Grade

Math Expressions focuses on the priority core concepts at each grade level, identified by the Common Core State Standards, to build in-depth understanding of major mathematical ideas. The *Math Expressions* program is organized by unit (topics), the “Big Ideas” that relate to those topics and the corresponding Common Core Standards, and the lessons that support those standards. Lessons include sequenced activities designed to develop understanding. The Standards for Mathematical Practice are integrated into every lesson. *Math Expressions* fits the learning progressions, the core grade-level goals, and the dual focus on understanding and fluency of the Common Core State Standards.

Instructional Approach

The instructional approach used in *Math Expressions* reflects the focus and intent of the Common Core State Standards, including fewer topics taught in greater depth, development of deep understanding and procedural fluency, focused and coherent standards across grade levels, and the integration of the Standards for Mathematical Practice with every topic. The program was designed to implement the same reports and international standards and approaches of high-achieving international programs that were used in the writing of the Common Core State Standards. *Math Expressions* supports the development of mathematical understanding through a balanced approach focusing on conceptual understanding, procedural fluency, and problem solving. *Math Expressions*:

- Includes daily lesson activities that develop a deep understanding of mathematical concepts and skills through the use of research-based instructional strategies and learning paths, with daily investigative activities using objects, drawings, and real world situations to help students make sense of the math;
- Provides varied learning opportunities for students, including hands-on activities with manipulatives, conceptual supports such as secret code cards (place value), visual and representational activities with MathBoards, learning center activities, and Math Talk experiences. These varied learning experiences help students explain and justify their thinking and develop reasoning skills;
- Relates research-based accessible algorithms, grounded in place value, to standard algorithms, providing bridges from concrete, to pictorial, to abstract fluency;
- Provides practice opportunities through daily Quick Practice and Homework and Remembering pages;
- Includes rich worthwhile problem-solving and reasoning opportunities that focus on the word problem types and structures that are referenced in the Common Core State Standards.

Bridges in Mathematics Curriculum 4th-5th Grade

Bridges in Mathematics is a comprehensive PK–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open

exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Go Math! 6th-8th Grade

GO Math! provides a seamless path to ensure that students can access content at appropriate levels of depth and rigor. A wealth of resources for the classroom and beyond provide the tools students need to embrace math and succeed in high-stakes assessments.

Dreambox (2nd-8th Grade)

DreamBox is a K-8 math solution, driven by technology. Dreambox will adapt to the individual learner. It provides continuous formative assessment in and between lessons, to provide the right next lesson at the right time.

Science

Teacher-Developed STEAM/Reggio-Inspired K-5th Grade

Kindergarten and 1st grade are implementing project time in the science curricula. Teachers will begin the year with a study of “The Self” and plan further units based upon student interest. Documentation will occur through weekly lesson plans and that documentation will guide further lesson planning.

NGSS Units 6th-8th Grade

Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time.

Social Studies

Social studies standards are integrated into the literacy UbD at each grade-level. This year, teachers in K-5th grade will also engage their students in project-based learning that incorporates social studies standards at least twice per year. Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding in social studies. The role of the teacher is to continually evaluate student performance and examine instructional decisions to ensure that all students are meeting the desired learning outcomes.

The DBQ Project (4th-8th Grades)

The DBQ Project 6-Step Method underpins the design of all our DBQs and Mini-Qs. Each step builds on students’ curiosity and increases motivation and confidence to answer a compelling, authentic question. Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students who do DBQs find meaning amidst an array of information. In real life, whether we are deciding how to vote, what to buy, or how to spend our time, we answer questions by looking at diffuse evidence and deciding what it means. DBQs and Mini-Qs are structured to allow students at all levels to practice answering engaging historical questions. As they learn to use evidence to support their arguments, students are practicing skills that will last them a lifetime.

Global Awareness 6th-8th Grade

Students will learn skills, knowledge, and habits necessary to effectively contribute to and participate in the social, political, and economic life of their communities and world. Each Middle School student will have one Illinois Social

Science Standards aligned semester of civics education for all students prior to graduating 8th grade that includes service learning, study of government systems, simulations of democratic practices, and the deliberation of current and controversial issues.

Social Emotional Learning (SEL) K-8th_

Responsive Classroom

Responsive Classroom (K-8th): Our responsive classroom approach will help our scholars build academic and social-emotional competencies day in and day out. At the heart of the Responsive Classroom approach are ten classroom practices:

- Morning Meeting: Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- Rule Creation: Helping scholars create classroom rules that allow all class members to meet their learning goals.
- Interactive Modeling: Teaching children to notice and internalize expected behaviors through a unique modeling technique.
- Positive Teacher Language: Using words and tone to promote children’s active learning and self-discipline.
- Logical Consequences: Responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.
- Guided Discovery: Introducing materials using a format that encourages creativity and responsibility.
- Academic Choice: Increasing scholar motivation and learning by allowing student/teacher-structured choices in their work.
- Classroom Organization: Setting up the physical room in ways that encourage independence, cooperation, and productivity.
- Working with Families: Inviting families insights and helping them understand the school’s teaching approaches.
- Collaborative Problem Solving: Using conferencing, role playing, and other strategies to resolve problems with children.

Teachers and staff are trained to use creative instructional strategies to build community and teach behaviors consistent with our Christopher House core values and expectations including:

- Teach and practice each expectation — what it looks and sounds like;
- Practice the expectations in the setting where the behaviors are expected to occur (i.e. cafeteria, hallway, office, classroom, etc.);
- Write songs, raps, and poems regarding school-wide expectations;
- Videotape scholars role-playing the school-wide expectations to share with other classes and new scholars;
- Review during daily community meetings;
- Video or conduct assemblies where teachers are role-playing school-wide expectations.

Second STEP

In conjunction with our Responsive Classrooms, Second Step is an opportunity where students in grades K–8th continue developing their social- emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

Positive Discipline

Positive Discipline was created by Dr. Jane Nelsen. It is based on the work of Alfred Adler and Rudolf Dreikurs. This program was created to teach children to become responsible, respectful and resourceful members of their communities. Positive Discipline teaches social and life skills that are both respectful and encouraging for both children and adults. This framework is used schoolwide to provide classroom management strategies for teachers and scholars to build community, prepare them for successful living, and increase academic achievement in the classroom.

Restorative Justice

Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems.

Class Catalyst 3rd-8th

Class Catalyst offers an online tool for students and teachers to self-assess their readiness for instruction. Each participant receives suggested activities to regulate energy and increase preparedness.

Success Bound 6th-8th Grades

Success Bound is a program that provides teachers and scholars with resources to set scholars on a path for success for high school, college and beyond. It focuses on how attendance and grades are critical factors in preparing students for success along with development of important skills such as self advocacy, time management, and vision setting.

Personalized Learning

In grades K-1st, Reggio-inspired instructional practices will be used to create holistic learning environments. Emergent learning will be made possible through adaptive unit planning. Students will have choice boards in grades K-1st to support differentiated learning needs, styles and paces.

In grades 2nd-8th, student surveys, goal-setting and conferring will increase in frequency. The upper grades will also engage in increased interest-based projects that cross grades and subject-levels. This will occur through the use of creative scheduling that allows for more flexibility in teacher and student schedules. Teachers will engage in increased vertical planning to align Standards and benchmarks, ensuring cohesive programming despite the personalized learning structures.

We will be incorporating STEAM which is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

Arts Integration

Christopher House Elementary School believes strongly in educating the *whole* child and reflecting on personal choices. This means we pay special attention to maximizing creative and critical thinking skills. Children are given art and music experiences starting in Kindergarten and continuing through eighth grade. Through the years, students will develop skills, knowledge, understanding, and attitudes to carry with them through their lives. We believe that our fine arts experiences are vital to the full cognitive, social, and emotional development of each child.

ASSESSMENT & PROMOTION

Report Cards

Administrators and teachers will use parent conferences, school newsletters, test prep workshops, and other home-school communications to inform parents what the scholar must know and the level at which the scholar must perform to meet state standards and the promotion criteria.

Parents will receive progress reports and report cards that track their children’s academic performance. The school will notify parents with opportunities to review scholar work and discuss strategies and interventions towards meeting the Common Core State Standards in Language Arts and Math, the Illinois Learning Standards in Science and Social Studies, and scholar promotion.

Scholars receive a report card once per quarter. It is the responsibility of the parent/guardian to meet with a scholar’s teacher regarding his or her child’s progress on the designated parent-teacher conference days (3) held throughout the year. If a parent misses a conference, the parent will not receive the child’s report card until a meeting with the principal and teacher takes place.

The School Visitation Rights Act affords employed parents/guardians who are unable to meet with educators because of a work conflict the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

Each child will receive a progress report halfway through the quarter so that parents are up to date on scholar progress. The report card grade should not be a surprise to a parent. At-risk scholars will receive supportive interventions through our Multi-Tiered System of Support (MTSS).

The Christopher House grading system is designed to fairly and accurately represent a scholar’s learning within a quarter. It includes both summative assessments, which show a scholar’s mastery of grade-level standards (Interim Assessments, Unit Assessments) and more formative assessments that represent both a scholar’s developing mastery and his or her effort toward meeting grade-level standards (weekly quizzes, projects, exit tickets, etc.).

Standards Based Grading:

- Is compiled of systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Grading Scale

4	EXCEEDS	A (4) indicates that a student has exceeded a standard by consistently demonstrating an <u>advanced</u> level of understanding and/or the ability to apply his/her knowledge at an extremely high level.
3	MASTERY	A (3) indicates that a student has independently achieved or <u>mastered</u> the standard. By the time a summative assessment is given, most students should fall into this category.
2	NEAR MASTERY	A (2) indicates that a student is <u>developing</u> an understanding of a standard, but may need additional instruction and/or additional practice in order to fully demonstrate mastery.

1	NOT YET	<p>A (1) indicates that a student has <u>minimal</u> understanding of the standard. The student is not there yet and needs additional instruction and/or support.</p>
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Promotion

The curriculum of Christopher House Elementary School is rigorous. It is the intention of the school to promote preparedness for each child to progress through the grade levels successfully. In order to achieve this goal, instruction will be differentiated depending on the needs of the child. Christopher House and its teachers are committed to doing whatever it takes to ensure the success of each individual child.

All scholars must demonstrate progress towards the Common Core State Standards. Scholars will be assessed monthly and quarterly to ensure attainment of literacy and math skills.

For promotion, scholars are expected to perform at grade level and have passing grades in all subjects. Scholars performing significantly below grade level and achieving inadequate results on standardized assessments may be retained.

Any child who is not prepared to exit a grade level will not be permitted to continue to the next grade until he or she has attained adequate achievement in the present grade.

Please be aware that scholar classification is the final decision of the principal.

*** Minimum satisfactory on the PARCC (Partnership for Assessment of Readiness for College and Careers) Common Core Assessment (grades 3-6), 5 week benchmark assessments in Reading and Math to assess scholar’s progress with Common Core Standards (grades K- 6), NWEA Math (grades K-6), NWEA Reading (grades 2-6), STEP Assessment (grades K-4), Fountas and Pinnell reading assessment (grades 4-6).

SPECIAL EDUCATION SCHOLARS WITH IEPs

Scholars who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP. However, scholars with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons.

The steps below will be followed:

- If a scholar is at risk of not meeting the standards for promotion, a school administrator will review with the teacher all scholar records, including scholar work, ongoing assessments, and an instructional intervention plan.
- Written notification will be sent by the school administrator during the Third Marking Period inviting parent(s) to a meeting with the MTSS, teacher, and school administrator.
- Appropriate follow-up by the school administration and case manager will offer an additional opportunity to discuss scholar progress towards promotion and meeting the standards.
- At the end of each school year, school personnel will review each scholar’s academic progress and other achievements. The decision to retain or promote will be based on the above criteria as well as the considered professional judgment of the educational professionals at the school.
- Parents will be notified by the school administrator, in writing, no later than the first week in June if their child is retained.

Parents may appeal the retention of their child to the principal. The appeal must be submitted in writing within three school days of the notification to retain the scholar. The principal will review scholar records, including assessment scores, grades, scholar work, writing samples, teacher observations, and other relevant information. The principal will inform the parents of the decision within five business days. If parents are still not satisfied, they may appeal the

retention of their child to the Chief Executive Officer. She will review scholar records and the principal's decision and notify the parent of the decision within five business days.

SCHOLAR ENRICHMENT

Homework

Homework is an integral part of a child's educational process. Christopher House Elementary School requires scholar preparation outside of school, which is enhanced by a parent's involvement with homework completion.

Homework assignments are a part of each scholar's grade; therefore, missing assignments must be turned in as soon as possible. Scholars are also responsible for homework assignments during an absence from school (see section on scholar absences).

A pattern of incomplete or late homework assignments will result in appropriate consequences determined by the classroom teacher and/or school administrator.

- Parents may be required to work with their child on special projects and provide materials that can be found in the home.
- Parent-scholar reading, particularly in the primary grades, is necessary for 15-20 minutes per day.
- Parents are responsible for discussing and checking homework assignments on a daily basis with their children.
- All assignments should be completed by the scholar only. Parents may assist with homework, however, thoughts and responses should originate in the scholar's own handwriting.

Field Trips

Cultural and educational field trips are scheduled throughout the school year. Field trips are planned to enhance scholars' educational process and must be relevant to what is being studied at the time the field trip is planned. Field trips are scheduled on school days and are, therefore, not optional. Your student activity fee will cover the cost of two field trips. If additional field trips are scheduled, fees may apply.

If a scholar is not in good standing (see Approach to Guidance and Discipline section), he or she will not be permitted to attend the field trip. Instead, the scholar will remain back at school to do work.

All standards of behavior that apply to scholars when they are in school apply when they are on field trips. All parent/guardian volunteers who attend trips should be treated with the same courtesy and respect as teachers. If a scholar does not uphold our core values, he or she may not be permitted to attend a field trip. If a field trip is scheduled while school is in session, the scholar is still required to attend school. Failure to come to school will result in the loss of the privilege to attend the next field trip and a mandatory parent/guardian conference.

Permission slips from parents must be signed and returned to the classroom teacher before a scholar may participate in the field trip.

Chaperones

The ratio of chaperone to scholar is:

- Kindergarten-4th Grade: 1 parent/guardian for every 4 scholars;
- 5th-8th Grade: 1 parent/guardian for every 6 scholars;
- Each teacher counts as a chaperone for every field trip.

Each chaperone is directly responsible for his or her group of scholars. Chaperones will be asked to arrive at school 30 minutes before the bus is scheduled to leave so that they can meet with an administrator to review rules and procedures. Each group will follow the direction and guidelines set forth by the school and classroom teacher on the trip. A written set of rules will be presented to the chaperone for review.

ATTENDANCE

Excellent attendance and punctuality are critical to scholar success. Absence is time away from the learning process. In keeping with our commitment to scholarly success, we encourage parents to help their children maintain exemplary attendance. In fact, academic testing and report card grades depend on consistent and prompt arrival at school in the morning and full daily attendance. We appreciate your cooperation on your child's behalf.

Parents/guardians are responsible for calling the school before 8:00 a.m. if their child will be absent that day, and for sending a follow-up note when the child returns to school. If the child is absent and the parent/guardian has not called the school, a staff member will make a reasonable attempt to contact the parent/guardian by phone. All attendance records are placed in the child's permanent record file.

If it is known that a child will be absent for an extended period of time, the parent/guardian should state that information at the time of the first call. The parent does not need to call again if the child is absent during the reported amount of time. If, however, the time is extended, the parent must notify the school.

All scholars must present a written excuse after any absence within 48 hours of that occurrence. The written excuse should state the scholar's name, date of absence(s), and reason for the absence. If a child is absent due to illness **more than three (3) days in a row**, a physician's note stating the illness, the recommendation to stay home, and the date the scholar is allowed to return to school should be submitted when the child returns to school. Parents may NOT submit multiple letters at the end of the quarter/school year to excuse absences more than 48 hours old. Failure to report to school with a written excuse for the absence will result in an unexcused absence in our attendance records.

Parents must send a note to school with their child confirming the nature of the absence. Excused absences are recorded for scholars who miss school because of the following reasons:

- Personal illness or quarantine;
- Bereavement;
- Serious family illness or emergency;
- Observance of a major religious holiday;
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the scholar (reasonableness of the parent's or legal guardian's concern is subject to evaluation by the principal).

Full credit will be given for work assigned by the teacher and completed by the scholar within a reasonable amount of time after the scholar returns to school. If the absence is for any other reason than those listed above, it is considered an unexcused absence. Teachers are not required to provide special assistance for work missed due to unexcused absences, and homework is still required to be completed within a reasonable amount of time.

In the case of suspension, scholars will be given homework and missed class work when they are suspended (either the day of the suspension or within 24 hours upon returning to school). Scholars can receive help after suspension, and to make up work missed because of a suspension. This is also in keeping with state law Public Act 99-0456.

Indications to keep your child at home:

- Appearance/Behavior: Unusually tired, pale, difficult to wake, confusion, or irritability with lack of appetite.
- Common Cold: A long-term (chronic) greenish nose discharge and/or chronic cough are symptoms that should be seen by a doctor.
- Sore Throat: Especially with fever or swollen glands in the neck.
- Ear Infection: After receiving medical treatment a scholar may attend school. Untreated ear infections can cause permanent hearing loss and even more serious problems.
- Fever: Temperature of 100 degrees Fahrenheit or higher, confusion, diarrhea, earache, irritability, rash, sore throat, vomiting, cough or headache. A scholar may return to school when he or she is fever free for 24 hours.
- Vomiting: One or more times within the past 24 hours.
- Diarrhea: Three or more watery stools in a 24-hour period, especially if the scholar acts or looks ill.
- Eyes: Thick mucus or pus draining from the eye or pink eye. A scholar may return to school 24 hours after starting treatment.
- Lice/Scabies: Scholars cannot return until their hair has been treated with lice shampoo and the dead eggs (nits) have been combed out with a special comb. Scholars with scabies can return to school after treatment has started.

Children who become ill during the school day will be required to go home as soon as possible. It is the parent/guardian's responsibility either to pick up their child or make arrangements for a person listed on the scholar's emergency list to pick up the child. Children must be picked up in a timely manner.

If a child is kept at home due to illness, he or she is NOT to return to school until the child is free of fever and/or without symptoms for a FULL 24-hour period.

If activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place.

Children cannot be left in the classroom during recess without a teacher present. All children who attend school are expected to participate in recess. If a child is too sick to go outdoors for fresh air and exercise, the child should be kept at home. Exceptions will be made upon written request from a physician.

Included in our attendance policy are consequences for absences, both positive and negative. They are outlined below:

- Perfect Attendance: We celebrate parents who recognize the importance of daily attendance. In recognition of this achievement, the scholar and family are congratulated and recognized for exceptional attendance and commitment to education during semester award ceremonies. In addition to these honors, children will develop pride in their attendance and benefit from consistent, high quality instruction. In order for a scholar to achieve perfect attendance they must be present every day, be on time and stay throughout the entire day.
- Three absences in a quarter: At this point, the parent/guardian will be called to the school to meet with a staff member. At the meeting, the problem will be discussed and an attendance plan will be developed.
- Six absences in a quarter: If a scholar is absent six times in a quarter, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with a staff member. At the meeting, the problem will be discussed and an attendance plan will be developed. In order to make up for the missed class time and ensure student learning progresses at a rigorous pace, children will make up missed classroom time during special events, including field trips and assemblies.
- Ten absences in a semester: If a scholar is absent ten times in a semester, the scholar is considered truant. At this point, the scholar is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the principal. In order to make up the learning and academic time that the child missed from the absences, the child will not attend field trips and will instead spend that time working on academic skills that were missed. In addition, a report may be filed with Child Protective Services.
- Twenty Absences in a Year: If a scholar is absent twenty times in a year, the scholar will be considered a habitual truant. At this point, the school administration will file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. There will be an eligibility meeting held to determine if the child will be promoted to the next grade level.

Tardiness

When you arrive with your child on time, you make a daily, positive contribution to our learning community and show your respect for the teacher and classroom schedule. It is imperative that scholars are punctual. Punctuality ensures that each scholar, along with his or her peers, has a successful start to the school day free of disruption, distraction, and undue stress. The school day starts at 7:45 a.m., and a scholar is considered tardy if he or she is not in their classroom by 7:55. Repeated and frequent violations may result in serious consequences, including, but not limited to, filing a report with a child services agency. Three tardies constitutes an absence. The principal will determine consequences for tardies.

Early Dismissal

Christopher House Elementary School utilizes every hour of the school day to promote your child's continuous educational advancement. Because of this, we ask that children do not leave early unless absolutely necessary. No child is allowed to leave the building or playground during school time unless he or she is accompanied by a parent, guardian, or an adult from the school. If it is known in advance that an early dismissal is absolutely necessary, parents must send a written note to the classroom teacher, and the principal must approve the early dismissal. Parents/guardians who are picking their children up early must report to the office and sign their child out. They are not permitted to pick their child up directly from the classroom. Teachers will be instructed to send students to the office once they receive a phone call asking them to do so.

There is no early dismissal after 3:00 p.m. Monday- Thursday or after 1:00 p.m. on Friday. Once scholars are dismissed, they may not re-enter the building. This means they cannot return to class or after-school programs later in the day. Early dismissal will be allowed only in rare circumstances and requires the approval of the principal.

Early dismissal is not an option except under the following circumstances:

- The scholar’s parent has a family emergency and cannot find another adult to pick up the child;
- The scholar is suffering from an illness or injury or needs a change of clothing;
- The scholar creates a situation in which he or she is a threat to the other scholars, or to a teacher, or to him- or herself;
- The parent notifies the campus in writing, preferably in advance, or calls the campus the previous day and the dismissal is for one of the reasons listed above for an excused absence.

Scholars will receive a half-day absence if they miss 3.5 or more hours of school.

Dismissal for Vacation

Children are not to take vacations or trips during the school year. Families receive the school calendar in advance to coordinate family trips with school vacation time. However, if a family trip is unavoidable, the school should be notified several days in advance. Scholars who are absent over a period of two weeks because of extended vacations should not expect to receive homework assignments ahead of time and are at risk for being retained.

Policy Enforcement

Consistent attendance and on-time arrival at school is an important part of any scholar’s education.

REQUESTING ASSIGNMENTS FOR ABSENT SCHOLARS

If you wish to request homework when your child is absent, please call the office before 11:30 a.m. The teacher will need time to prepare the assignments. Homework will be available for pick-up at dismissal time from the teacher. Please be mindful of the fact that a special effort is made by the teacher to supply assignments, etc. The absent scholar is expected to complete the homework within two days.

UNIFORM DRESS CODE

At Christopher House Elementary School, scholars take pride in their appearance. Scholars are required to wear all components of the regulation school uniform each day. Uniforms are to be clean, well fitting, presentable, and in good condition (shirts are free of stains, all buttons on shirts and pants are intact, zippers on skirts and pants are working, etc.). Students must arrive to school in uniform and remain in their uniforms throughout the school day. A student who fails to meet the dress code guidelines may call home to retrieve the appropriate uniform.

The required uniform for students in grades Kindergarten through 7th is as follows.

Shirts	<ul style="list-style-type: none"> • White polo shirt (short or long sleeved). • All shirts must be tucked securely into pants or jumpers/skirts. • <i>Note: Undershirts worn under uniform shirts/blouses may only be white, may not have any logos or designs that show through the shirt, and must be tucked in.</i>
Vests	<ul style="list-style-type: none"> • A navy vest with the Christopher House logo must be worn by all scholars over their short- or long-sleeved white polo shirt. This vest must be purchased through Christopher House.

Pants	<ul style="list-style-type: none"> • Khaki pants/slacks fitted and worn at the waist. Only 2 side pockets are allowed. • Khaki shorts fitted and worn at the waist. Only 2 side pockets are allowed. May be worn when it is 80 degrees or above. • <i>Note: No cargo pants or cell phone pockets; no skinny or tight pants.</i>
Skirt or Skort (skirt with built-in shorts)	<ul style="list-style-type: none"> • Scholars may opt to wear a khaki skirt. The skirt must be purchased from Zemsky's uniform store. • Length of skirt may not rise more than 3 inches above the knee all the way around the skirt.
Belts	<ul style="list-style-type: none"> • Belts are recommended, but are not required. If a belt is worn with pants, it must be black or brown and fastened securely around the waist.
Sweaters	<ul style="list-style-type: none"> • Solid navy blue sweaters or cardigans that are free of striping or other color designs may be worn. • Hoodies are strictly prohibited. • Sweaters should be clearly labeled with the student's name on the inside tag.
Shoes	<ul style="list-style-type: none"> • Solid black or brown business-type shoes or solid black or white gym shoes (with little color) may be worn with matching shoe strings (black or white). • No sandals of any kind. • Shoes with laces must be tied securely. • Heels may not be above a half inch in height. • Boots of any kind may not be worn during the school day. Students must bring a pair of school shoes to change into.
Boots	<ul style="list-style-type: none"> • Cold-weather boots may be worn to and from school and during recess. • Students must bring their uniform shoes to wear during the school day when cold-weather boots are worn to and from school.
Socks	<ul style="list-style-type: none"> • Solid white, black, brown, or navy blue socks or stockings may be worn. • <i>Note: Socks or stockings must be worn every day irrespective of weather or fashion trends.</i>

Physical Education (PE) uniforms are required to be worn on the student's assigned PE day.

Shirts	<ul style="list-style-type: none"> • Physical education t-shirt provided or solid navy blue t-shirts (long- or short-sleeved)
Pants	<ul style="list-style-type: none"> • Solid navy sweatpants/shorts.
Sweatshirts	<ul style="list-style-type: none"> • <i>Solid navy blue sweatshirts.</i> • <i>Note: Hooded sweatshirts/hoodies are expressly prohibited.</i>

Shoes	<ul style="list-style-type: none"> • Primarily all-black or all-white gym shoes may be worn; no wheels. • Laces must be secured. • Solid white or back shoestrings. • Students will be doing rigorous physical activity, so appropriate shoes should be provided.
Socks	<ul style="list-style-type: none"> • Solid white, black, brown, or navy socks.

The following dress code restrictions will also be enforced.

Hairstyles	<ul style="list-style-type: none"> • Excessive hairstyles are not allowed (i.e. patterned shavings in hair, Mohawks). • Unnatural tints of hair (i.e. blue, pink, purple, etc.) are prohibited. • Designs of any kind in hair or eyebrows are not allowed.
Makeup	<ul style="list-style-type: none"> • Distracting or excessive makeup is strictly prohibited. • No body glitter will be allowed.
Jewelry	<ul style="list-style-type: none"> • Oversized and excessive amounts of jewelry are prohibited (this includes rubber bracelets, silly bands, bangles, etc.). • Dangling earring are prohibited for safety reasons. • Body jewelry of any kind is not allowed.
Tattoos	<ul style="list-style-type: none"> • Tattoos are prohibited.
Hats	<ul style="list-style-type: none"> • Hats must be removed before entering the school building.

STUDENT CODE OF CONDUCT (SCC) AT CHRISTOPHER HOUSE ELEMENTARY SCHOOL

At Christopher House Elementary School our goal is to provide a learning environment that encourages scholars to be courteous with others, responsible for their actions, active participants in the learning process, and respectful to themselves and others. It is our intent to assist and teach each child to attempt all tasks to the best of his or her ability. In a positive and safe school environment scholars can learn about themselves and continue to develop those skills needed to be responsible citizens.

Our Student Code of Conduct is meant to build community and teach behaviors consistent with our Christopher House core values:

- **Commitment to Excellence**
- **Achievement and Perseverance**
- **Respect and Compassion**
- **Equality of Opportunity**

The positive learning environment at Christopher House Elementary School is promoted in part by a structure that:

- Allows all scholars the opportunity for uninterrupted learning time;
- Provides reasonable expectations;
- Encourages scholars to demonstrate problem solving skills;

- Utilizes natural, logical, and appropriate consequences.

Christopher House Elementary School expects all scholars to conduct themselves in a socially responsible manner. In order to create and maintain a strong and cooperative school community, we have defined clear behavioral expectations and implemented community building strategies in the classroom and school wide. We stress positive recognition of appropriate behavior and consequences for inappropriate behavior. Our rules and regulations are meant to create a strong, supportive, and rigorous learning community. Above all, it is our intention that Christopher House Elementary School be a safe and healthy place that fosters learning for all of our scholars and a bond between our parents, scholars, and school community.

The Christopher House student code of conduct applies to the actions of scholars during school hours, before and after school, while on school property, at all Christopher House-sponsored events, and when the actions affect the mission of Christopher House. Scholars may also be subject to discipline for serious acts of misconduct that occur either off campus or during non-school hours, or when the misconduct disrupts the orderly educational process at Christopher House.

Disciplinary measures are used to maintain a safe and orderly school environment. The staff at Christopher House establishes high expectations for scholarly success, builds positive relationships with scholars, and teaches and models successful behavior for scholars in all settings.

Christopher House Elementary School has adopted a positive school-wide discipline program to support the behavioral success of all scholars. Implementation of Positive Behavior Support involves commitment from the entire staff to teach, enforce, and acknowledge appropriate scholar behaviors. This is done explicitly through the Core Values

Responsive Classroom

Our responsive classroom approach will help our scholars build academic and social-emotional competencies day in and day out. At the heart of the Responsive Classroom approach are ten classroom practices:

- Morning Meeting: Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- Rule Creation: Helping scholars create classroom rules that allow all class members to meet their learning goals.
- Interactive Modeling: Teaching children to notice and internalize expected behaviors through a unique modeling technique.
- Positive Teacher Language: Using words and tone to promote children's active learning and self-discipline.
- Logical Consequences: Responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.
- Guided Discovery: Introducing materials using a format that encourages creativity and responsibility.
- Academic Choice: Increasing scholar motivation and learning by allowing student/teacher-structured choices in their work.
- Classroom Organization: Setting up the physical room in ways that encourage independence, cooperation, and productivity.
- Working with Families: Inviting families' insights and helping them understand the school's teaching approaches.
- Collaborative Problem Solving: Using conferencing, role playing, and other strategies to resolve problems with children.

Teachers and staff are trained to use creative instructional strategies to build community and teach behaviors consistent with our Christopher House core values and expectations including:

- Teach and practice each expectation -- what it looks and sounds like;
- Practice the expectations in the setting where the behaviors are expected to occur (i.e. cafeteria, hallway, office, classroom, etc.);
- Write songs, raps, and poems regarding school-wide expectations;
- Videotape scholars role-playing the school-wide expectations to share with other classes and new scholars;
- Review during daily community meetings; Video or conduct assemblies where teachers are role-playing school-wide expectations.
- Expectations are the basic foundation for positive behavior that:

- Is taught to students and role-modeled by teachers.
- *Creates a culture of consistency and fairness.*
- *Is positively stated.*
- *Is introduced at a neutral (scheduled) time.*
- *Is modeled and practiced.*
- *Provides behavior specific acknowledgement and correction.*
- *Is consistently enforced throughout the day.*
- *Uses pre-correction and prompts.*
- Is consistently reinforced and re-taught when necessary

Student Code of Conduct Categories

Parents and scholars will receive copies of the policy within 15 days of the start of the school year. The school administration and Christopher House board will establish and consult with a parent-teacher advisory committee for discipline, search/seizure, and bullying prevention policy development.

The Student Code of Conduct Categories are established to help scholars understand that behaviors inconsistent with school policies and expectations affect our school community and have specific consequences. Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. Christopher House staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a scholar;
- Prior conduct;
- Attitude of a scholar;
- Cooperation of parents;
- Willingness to make restitution;
- Seriousness of offense;
- Willingness to enroll in a scholarly assistance program.
- Loss of privileges and community service (with parental consent) may also be considered. Age-appropriate community service may include, but is not limited to, the following:
 - Repairing or cleaning property damaged as a result of the offense;
 - Participating in landscaping, gardening; or cleaning inside the building or on the school grounds;
 - Participating in projects that beautify the school, surrounding property or the community;
 - Providing services that improve the life of community members.

Requirements and Guidelines:

- 1) Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) Intervene** to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) Gather information** by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) Discuss** with the student and **provide the opportunity to explain** his/her actions.

- a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
- b) Allow the student to respond and explain his/her actions.
- c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- d) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension. The only exception to this is when SASS cannot be utilized in a crisis and a plan is worked out with the parent for next steps for mental health interventions.

6) Make a determination and assign interventions or consequences according to the SCC.

- a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.
- c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- d) Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
- e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
- f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
- g) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.

7) Complete report for all inappropriate behaviors under the SCC on CHES forms. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.

8) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.

- a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
- b) appeal to the CEO and Board of Directors.
 - • whether any factual errors were made in the principal's investigation,
 - • whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - • whether prior interventions were attempted when appropriate,
 - • whether the length of the suspension was commensurate with the student's inappropriate behavior, and
 - • in the case of a request for an expulsion hearing, whether the request was appropriate. The Board of Director's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.
- c) If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer or designee. The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.

9) Restore the student's participation in the school community.

- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies

for preventing future behavior incidents, restoring relationships, and addressing the student’s ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see *Guidelines for Effective Discipline*.

- o b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student’s return and prepare for a successful transition.

Behaviors and Interventions/Consequences

Below is a table with an outline of each behavior categorized 1 (minimal behavior)- 3 (serious and extreme behavior). Depending on the situation, CHES is determined to use developmentally appropriate interventions and/or consequences. The interventions and consequences listed align with our Responsive Classroom, Second Step Curriculum, and system of positive behavior interventions.

Category 1 Behaviors	Interventions and/or Consequences
1.1 Running and/or making excessive noise in the hall or school building 1.2 Failing to abide by stated classroom rules 1.3 Being disrespectful towards a scholar- name calling, taking items away, mimicking others 1.4 Being defiant Pushing (intention not to harm)	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response (see Guidelines for Effective • Discipline) • Detention –before school or after school

Category 2 Behaviors	Interventions and/or Consequences
2.1 Posting or distributing unauthorized written materials on school grounds 2.2 Leaving the school without permission 2.3 Interfering with school authorities and programs through walkouts or sit-ins 2.4 Initiating or participating in any unacceptable minor physical actions 2.5 Failing to abide by school rules and regulations not otherwise listed in the Student Code of Conduct 2.6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures 2.7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response • Detention –before school or after school • Skill-building in-school suspension up to three days

<p>use of tobacco or nicotine products, matches, or cigarette lighters</p> <p>2.8 Disregard for the instructions or direction of school personnel causing interruption to other students’ participation in school activities</p>	
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Category 3 Behaviors	Interventions and/or Consequences
<p>3.1 Gambling – participating in games of chance or skill for money or things of value</p> <p>3.2 Fighting – physical contact between two people with intent to harm, but no injuries result</p> <p>3.3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability</p> <p>3.4 Second or more documented violation of a Category 1 or 2</p> <p>3.5 Any behavior not otherwise listed in Categories 1 through 3 of this Code of Conduct that seriously disrupts the educational process</p> <p>3.6 Plagiarizing, cheating and/or copying the work of another student or other source</p> <p>3.8 Overt display of gang affiliation</p> <p>3.9 Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities (see AntiBullying Policy for full definition before assigning an intervention or consequence)</p> <p>3.10 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students’ participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings</p>	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response • Detention –before school or after school • Skill-building in-school suspension up to three days <p>ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR</p> <p>Skill-building in-school suspension, out-of-school suspension, or combination in-school and out of school suspension up to three days -</p> <p>Out-of-school suspensions assigned to repeated behaviors</p> <p>Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities.</p>

<p>3.11 Use of the Christopher House network for a seriously disruptive purpose not otherwise listed in this Code of Conduct</p>	
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Category 4 Behaviors	Interventions and/or Consequences
<p>4.1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>4.2 Extortion – obtaining money or information from another by coercion or intimidation</p> <p>4.3 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery</p> <p>4.4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p> <p>4.5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury</p> <p>4.6 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury</p> <p>4.7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150 **</p> <p>4.8 Possession, use, sale, or distribution of fireworks</p> <p>4.9 Any behavior not otherwise listed in Categories 1 through 4 of this Student Code of Conduct that very seriously disrupts the educational process</p> <p>4.10 Trespassing on Christopher House property – entering school property when</p>	<ul style="list-style-type: none"> • Documented Teacher, Student, • Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence <p>Recommended instructive, corrective, or restorative response</p> <p>Detention –before school or after school</p> <ul style="list-style-type: none"> • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out of school suspension up to three days • Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities

<p>previously prohibited or remaining on school grounds after receiving a request to depart</p> <p>4.11 Knowingly or intentionally using the Christopher House network or information technology devices to spread viruses to the Christopher House network</p> <p>4.12 Possession of any dangerous object as defined by this Student Code of Conduct, first documented behavior (see Reference Guide)</p> <p>4.13 Use or possession of alcohol in school or at, before, or after a school related function, documented behavior</p> <p>4.14 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p>	
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Category 5 Behaviors	Interventions and/or Consequences
<p>5.1 Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel</p> <p>5.2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p>5.3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>5.4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.</p> <p>5.5 Gang activity or overt displays of gang affiliation</p>	<p>Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</p> <ul style="list-style-type: none"> • Recommended instructive, corrective, or restorative response (see Guidelines for Effective Discipline) • Detention – lunch, before school, after school, or Saturday • Request for assignment to an intervention program by the Chief Executive Officer or designee • Skill-Building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. <p>- Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities.</p>

<p>5.6 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force</p> <p>5.7 Engaging in or attempting any illegal behavior which interferes with the school's educational process</p> <p>5.8 Persistent or severe acts of sexual harassment-unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment</p> <p>5.9 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</p> <p>5.10 Second or repeated violation of Behavior 4.13, possession of any dangerous object as defined by this Code of Conduct</p> <p>5.11 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.</p> <p>5.12 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the Christopher House network to access student records or other unauthorized information, or to otherwise circumvent the information security system</p> <p>5.13 Vandalism (willful or malicious destruction or defacing of property) or criminal</p>	
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<p>damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>5.14 Inappropriate consensual sexual activity</p> <p>5.15 Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p>5.16 Second or repeated violation of use or possession of alcohol in school or at, before or after a school-related function</p> <p>5.17 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	
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Category 6 Behaviors that are illegal and most seriously disrupt.	Interventions
<p>6.1 Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm</p> <p>6.2 Intentionally causing or attempting to cause all or a portion of the Christopher House network to become inoperable</p> <p>6.3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>6.4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p> <p>6.5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force</p>	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response • Detention – before school or after school <ul style="list-style-type: none"> • Request for assignment to an intervention program • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out of school suspension for up to five days. <p>A student may be suspended for up to ten days When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. <i>Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat</i></p>

<p>6.6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p>	<p><i>to school safety or a disruption to other students’ learning opportunities.</i></p>
<p>6.7 Sex acts which include the use of force</p>	<p>Out-of-school suspensions longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.</p>
<p>6.8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery</p>	<p>For students in middle school (6th-8th), or for any student violating section 6.1, automatic referral to Student Adjudication Review</p>
<p>6.9 Murder – killing an individual without legal justification</p>	<p>The principal may request an expulsion hearing at his/ her discretion</p>
<p>6.10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p>	<p>For behaviors involving the improper use of the Christopher House network or information technology devices, revocation of network privileges indefinitely</p>
<p>6.11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine</p>	
<p>6.12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p>	

REFERENCE GUIDE INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

If a student has possession of firearms, uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded as having been expelled from the school for 1 year.

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters
- Razors

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

Mace/Pepper spray

Live ammunition/Live bullets

Broken bottles or other pieces of glass

Wooden sticks/board

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Category 3.

Firearms - these include:

Pistol

Revolver

Other firearms

Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)

Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

Tear gas guns

Projector bombs

Noxious liquid gas

Grenades

Other explosive substances

Other Objects - these include:

Blackjack

Slingshot

Sand club

Sandbag

Metal/brass knuckles

Throwing stars

Tasers/stun guns

“Look-Alike” Firearms - these include:

B.B. guns

Air guns

Other objects, including “toys” or replicas that reasonably resemble real firearms

SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated of the SCC Policy. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Category 3.

Sporting Equipment - these include but are not limited to:

Baseball bats

Golf clubs

Personal Grooming Products - these include but are not limited to:

Nail clippers/files

Combs with sharp handles

Tweezers

School Supplies - these include but are not limited to:

Scissors

Laser pointers

Pens/Pencils

Rulers

Padlocks/Combination locks

Other objects commonly used for educational purposes

SUSPENSION and EXPULSION GUIDELINES

When a scholar's misconduct results in the need to suspend or expel the scholar, the following procedure shall be followed:

Documentation is required on whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions

Re-engagement of students who are suspended will take place when the student returns from the suspension. A re-entry session will be scheduled for the day that the student returns to school. All participants will be notified of the reintegration session date and time. Participants may include the student, parent/guardian, probation officer, case manager, counselor, the student friend or mentor, and others as appropriate. Special attention should be given to the family of the student. The reintegration session process should be explained to the student and his/her family prior to holding the circle and questions they have should be addressed. The family should be aware of possible attendees. A reintegration session allows the student and family to receive needed supports to enable student to be successful in school. During a reintegration session, a plan is created which clarifies each participants role and responsibilities in supporting student, and the student is supported and held accountable to fulfill their plan.

School administration will make all reasonable efforts to resolve threats, address disruptions, and minimize length of student expulsions to the greatest extent possible. Suspensions and Expulsions are limited in number and duration to the greatest extent practicable and used only for legitimate educational purposes. Suspensions that exceed 4 days students will be provided with appropriate and available support services during the period of their suspension. Ongoing professional development is given to staff members on the adverse consequences of school exclusion and justice system involvement, classroom management, culturally responsive discipline, and developmentally appropriate discipline methods that promote positive school culture. This takes place during the Friday early release sessions and during grade level meetings. Suspensions of 4 days or more it will be noted in the suspension paperwork whether services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a scholar from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

Scholars may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the behavior category
- 2) The scholar was informed of the his/her reported misbehavior, provided an opportunity to respond and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the incident was provided to the scholar's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the scholar from class attendance or school attendance. When a scholar is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension. A scholar may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the behavior category, and

- 2) The principal or designee determines that the scholar's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff and this threat is documented in the District scholar information system, or
- 3) The principal or designee determines that the scholar's behavior has caused chronic or extreme interruption to other scholars' participation in school activities and prior interventions have been utilized and documented in the District scholar information system, and
- 4) The scholar was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5) A copy of the incident report was provided to the scholar's parents/guardians. A scholar serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A scholar may be considered trespassing if he or she comes onto school grounds while suspended out of school. Out-of-school suspensions are excused absences. The principal must ensure that a scholar serving suspension is able to obtain homework, and upon the scholar's return, provided with the opportunity to make up any quizzes, tests, requirements and special projects, or final exams given during the period of suspension. A scholar serving suspension must be allowed to take state assessments at school and may participate in test preparation activities. The scholar's attendance will still be marked as suspended. If approved by the CEO's designee, a scholar suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

Suspension Procedures:

- Suspensions are limited to 10 days.
- Administration will provide immediate notice to parents with full statement of specific misconduct, rationale for duration of suspension, and notice to parents of their right to review.
- The board will be given a summary of suspension notice.
- Upon request, review by board or hearing officer (with report to Board); parents may appear and discuss suspension.

Suspension Not Exceeding Ten School Days

Scholars suspended for ten school days or fewer shall be afforded due process in the following manner:

- School staff will meet with the scholar to discuss, investigate, and assess the situation.
- If a scholar is found to have violated the Guidance and Discipline Code in a manner that warrants suspension, the scholar's infraction will be logged in PowerSchool or appropriate Scholar Information System. School administration determines the duration of the suspension and whether the suspension is served in school or out of school.
- School staff will notify the scholar's parent or guardian of the situation and the disciplinary action. School staff will be available for a follow-up conference with the family if requested.
- A behavioral contract containing specific behavior expectations may be drawn up and signed by the scholar, parent/guardian, and school principal.
- Scholars are allowed to make up work following their suspensions. Upon returning to school, it is the scholar's responsibility to make up work in a reasonable time proportional to the suspension.
- If a scholar or parent/guardian is unsatisfied with the suspension, the scholar and parent/guardian may present his or her version of events to the Chief Executive Officer of Christopher House.

Suspension In Excess of Ten Days:

Scholars can be suspended for a maximum of 10 days per school year. If the scholar has more than ten school, will be expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

Christopher House will request that the scholar's parents or guardian appear before the Christopher House School Board or Chief Executive Officer. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advance written notice of the hearing, the scholar shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Christopher House Board of Directors or CEO, the hearing may be closed to those individuals deemed advisable, except the scholar, the scholar's parents or guardians, the scholar's attorney, at least one school official, and the board's attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another scholar to act as a witness, signed written consent of that scholar's guardian must be obtained prior to the meeting.

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.⁴²
- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.
- Documentation is required on whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions • If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for Student Adjudication review for a student in 6th through 8th grade or for any student violating section 6.1; a school principal may request an expulsion hearing for a student committing any other Group 6 behavior.
- The CEO's designee will review the expulsion hearing request and determine whether to refer the student to the Board of Directors for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Expulsion Hearing Procedures

- CHES will schedule expulsion hearings and send parents/ guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC Policy inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.
- Before the hearing, school principals are responsible for assisting our CEO with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.
- The hearing will be conducted by the hearing officer who is the CEO before the Christopher House Board of Directors. The hearing office duties include: stating reason for expulsion and date it would effective, provides a summary of evidence, states the expulsion details specific to why removing the student is in the best interest of the school, and states expulsion decision which includes the rationale for duration of expulsion. The hearing officer does not make the final decision and will not be in the room for the final decision. The Chief Executive Officer's representative will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident. A decision will be made regarding the scholar's impending expulsion. If a scholar wishes to appeal his or her expulsion from Christopher House, there are two options. First, the parent and/or scholar may attend the next regularly scheduled meeting of the Christopher House Board of Directors and appeal the decision to the board members in attendance. Second, the parent and/or scholar may appeal in writing by sending a letter to the Board of Directors before the next regularly scheduled board meeting stating why the parent and/or scholar feels the expulsion decision should be overturned. The board will discuss the scholar and expulsion decision during executive session and will notify the parent/scholar in writing of its decision.

Expulsion Hearing Procedures

- The School will present more than hearsay evidence to prove allegations.

- Parents and students are allowed to cross-examine witnesses and present evidence.
- Separation between staff member prosecuting the expulsion, hearing officer, and decision-maker

PROCEDURAL GUIDELINES FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS^[1]

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Parents or guardians are notified immediately of their child's suspension with a full statement of the reasons for the suspension and a notice of their right to a review. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

2. The IEP team must:

determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:

the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or

the conduct in question was the direct result of the school's failure to implement the student's IEP.

- B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Discipline of Scholars with Disabilities

The school will comply with the Individuals with Disabilities Education Act (IDEA) and the Illinois State Board of Education's Special Education rules when disciplining scholars with disabilities. Behavioral interventions will be used with scholars with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education scholar whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

Bullying, Intimidation and Harassment

Bullying, intimidation, and (sexual) harassment are not acceptable in any form and will not be tolerated at school or any school-related activity, on school property, on school buses and transportation vehicles, or through a school computer, network, or other school electronic equipment. The school will protect scholars against retaliation for reporting incidents of bullying, intimidation, or (sexual) harassment, and will take disciplinary action against any scholar who participates in such conduct.

No person shall harass, intimidate or bully another based upon a perceived race, color, nationality, sex, sexual orientation, gender-related identity or expression, ancestry, age, religion, creed, physical or mental disability, gender identity, order of protection status, status as homeless, or actual or potential marital or parental status, including pregnancy, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The school and district will not tolerate harassing, intimidating conduct, or bullying, whether verbal, physical, or visual that affects the tangible benefits of education, that unreasonably interferes with a scholar's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a scholar that has or can be reasonably predicted to have the effect of: (1) placing the scholar in reasonable fear of harm to the scholar's person or property; (2) causing a substantially detrimental effect on the scholar's physical or mental health; (3) substantially interfering with the scholar's academic performance; or (4) substantially interfering with the scholar's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Examples of prohibited conduct include, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or other comparable conduct.

Scholars who believe they are victims of bullying, intimidation, or harassment or have witnessed such activities are encouraged to discuss the matter with the scholar nondiscrimination coordinator, building administrator, or a complaint manager. Scholars may choose to report to a person of the scholar's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Scholars who make good faith complaints will not be disciplined. Any scholar who is determined, after an investigation, to have engaged in bullying, intimidation, or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school discipline policy. Parents of scholars who have engaged in the above behavior will be notified. Any scholar making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

Sexual Harassment Policy

We believe that our scholars should be able to be in an atmosphere free from all forms of harassment. Therefore, it is our policy to prohibit all types of harassment, including but not limited to harassment based on: sex, race, color, religion, ancestry, national origin, sexual orientation, HIV or AIDS status, marital status, age or disability, or any other status protected by law. Accordingly - harassment, whether by anyone including an employee, a scholar or guest - will not be tolerated. Activities of this nature are unlawful and serve no legitimate purpose; they have a disruptive effect on our scholars ability to perform and they undermine the integrity of the relationship. Harassment is verbal or physical conduct relating to an individual's status when this conduct:

- 1) has the purpose or effect of creating an intimidating, hostile or offensive academic environment; 2) has the purpose or effect of unreasonably interfering with an individual's academic performance;
- 3) or otherwise adversely affects an individual's academic opportunities

Some examples of conduct that may constitute prohibited harassment include: slurs, jokes, cartoons, stereotypes, statements, etc. Specifically, examples of acts considered to constitute sexual harassment, include, but are not limited to the following:

1)unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: the purpose or the effect of such conduct is to substantially interfere with the affected individual's academic performance or to create an intimidating, hostile or offensive academic environment.

2) Examples of unwelcome behavior that can be construed as sexual harassment include, but are not limited to:

a) sexual advances; b) propositions; c) sexually suggestive gestures; d) sexual jokes; e) touching; f) physical assault; g) sexually explicit or suggestive objects or pictures; h) references to a person's body parts; requests for sexual activity; and/or i) sexually explicit conversation

Protection under Title IX, a federal law that requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

- Scholars are guaranteed freedom from sexual harassment and/or sexual violence.

- Scholars are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).

- If a scholar is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school and Office of Student Protections (OS) at 773-553-4400. If it is an emergency, call 911. Christopher House staff must take additional steps to report signs of scholar t abuse including calling the Illinois Department of Children and Family Services and the Office of Inspector General.

-For scholars that are pregnant or parenting: They must be able to continue to attend classes and extracurricular activities while pregnant (without needing a doctor's note).

-They must receive an excused absence due to pregnancy or childbirth (with a doctor's note)

-Staff should not coerce scholars into attending another school due to pregnancy.

Anti-Bullying Policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for scholars to learn and achieve and that bullying causes physical, psychological, and emotional harm to scholars and interferes with their ability to learn and participate in school activities. Bullying is linked to other forms of antisocial behavior, such a vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Christopher House Elementary School to create a learning environment where all scholars feel safe and supported, are protected from bullying, and are able to succeed academically and develop socially and emotionally into responsible, caring individuals.

Christopher House Elementary School asks every scholar, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which apply to everyone on school property and at school-related events:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include scholars who are left out.
- If someone is being bullied, I will tell an adult at school.

Definitions

Bullying means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a scholar or scholars, and meets all of the following criteria:

- 1.) An observed or perceived imbalance of power exists between the person(s) engaging in bullying behavior(s) and the targeted scholar (s); and/or scholar (s) were targeted based on prejudice or bias.
- 2.) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated act, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
- 3.) The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted scholar(s).
- 4.) The behavior has or can be reasonably predicted to have one or more of the following effects;
 - a. Placing the scholar in reasonable fear of harm to the scholar's person or property
 - b. Causing a substantially detrimental effect on the student's physical or mental health
 - c. Substantially interfering with the scholar's academic performance; or
 - d. Substantially interfering with the scholar's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidations, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative, not exhaustive.

Cyberbullying means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Retaliation means any form of intimidation, reprisal including but not limited to the submission of knowing false bullying allegations, or harassment directed against a scholar who reports bullying, provides information during an investigation, or witnessed or has reliable information about bullying.

Peer Conflict means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more scholars with relatively similar or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide scholars in developing new skills in social competency, learning personal boundaries, and peaceably resolving conflict, and to model appropriate social interactions.

Prejudice or Bias means motivation for bullying or harassment based in part or whole by actual or perceived race, color, religion, sex, national origin, or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group associated with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic.

Restorative Practices means a continuum of school-based alternatives to exclusionary discipline that are:

- 1.) Adapted to the particular needs of the school and community
- 2.) Contribute to maintaining school safety
- 3.) Protect the integrity of a positive and productive learning climate
- 4.) Teach scholars the personal and interpersonal skills they will need to be successful in school and society
- 5.) Serve to build and restore relationships among scholars, families, school, and communities, and
- 6.) Reduce the likelihood of future disruption of balancing accountability with an understanding of scholars' behavioral health needs.

Preventing Bullying

The principal, associate directors, and all staff shall work to develop safe, supportive school environments that prevent bullying through:

- Developing supportive school climate strategies
- Teaching all scholars social and emotional skills through Responsive Classroom, Positive Discipline, the Second Step Curriculum, and other developmentally appropriate social emotional skill building
- Establish predictable responses and effective disciplinary practices (see code of conduct) that address root cause, teach skills, build empathy, and repair harm.

Intervening to Address Bullying – all Christopher House employees, including security officers, lunchroom staff, and contractors who witness incidents of bullying or school violence or who possesses reliable information that would lead a reasonable person to suspect that a person is a target of bullying must intervene immediately in a manner appropriate to the context and ensure the safety of all people involved. They must also report the incident of bullying or retaliation to the principal or designee as soon as practicable but within 24 hours.

Any scholar who is determined, after an investigation, to have engaged in bullying, intimidation, or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school discipline policy. Parents of scholars who have engaged in the above behavior will be notified. Any scholar making a knowingly false accusation regarding harassment may also be subject to disciplinary action.

*Adapted from the CPS Anti-Bullying Policy

Conflict Resolution

The Christopher House Elementary School principal is responsible for making decisions that are in the best interest of the school. Occasionally, a scholar may make a request and/or have an issue or grievance that he or she believes is not being addressed in a manner consistent with the philosophy of the school or its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

Step One: The scholar presents his or her grievance or issue to the staff member with whom he or she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the scholar a decision within a reasonable amount of time.

Step One: The scholar presents his or her grievance or issue to the staff member with whom he or she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the scholar a decision within a reasonable amount of time.

Step Two: If there is dissatisfaction with the decision or if it is not within the scope of the staff member's responsibilities to respond, the scholar should approach the principal. Following a review of the concern, the principal will confer and determine a response to the issue raised. The response is submitted in writing to the scholar with the explained decision.

Step Three: If the response given by the Principal seems unreasonable to the scholar, he or she should then submit a written request for a hearing before the Chief Executive Officer. Following a review of the request and an investigation of the issue, the principal will schedule a meeting with the involved parties. After considering the contents of the written request for a hearing, information collected during the investigation, and information clarified during the hearing, the principal will communicate a decision in writing to all involved parties.

Step Four: If the response given by the Chief Executive Officer seems unreasonable to the scholar, he or she should then submit a written request for a hearing before the Board. Following a review of the request and an investigation of the issue, the principal will schedule a meeting with the involved parties. After considering the contents of the written

request for a hearing, information collected during the investigation, and information clarified during the hearing, the principal will communicate a decision in writing to all involved parties.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act.

School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances.

If so, CPD must be notified.

- Whether the student was in possession of a firearm. If so, CPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student’s conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and

- **Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC Policy to determine the appropriate intervention(s) and/or consequence(s) to address a student’s behavior**

Date

Safe and Supportive Schools:

Guidelines for the Support of Transgender and Gender Nonconforming Scholar and Resources

All scholars need a safe and supportive school environment to progress academically and developmentally. CHES staff, parents, and scholar all play an important part in creating and sustaining that environment. In order to better support transgender and gender nonconforming scholars school principals shall ensure that the Transgender and Gender Nonconforming Guidelines (guidelines) are implemented at the school level.

The Transgender and Gender Nonconforming Guidelines outline how to support gender expansive scholar, including providing access to appropriate facilities. Additionally, the CPS Supporting Gender Diversity Toolkit was created for scholars s, staff, and parents/guardians to understand how to implement the Guidelines.

If the scholar or parent/guardian expresses a desire for additional supports and/or accommodations:

The principal may convene the Scholar Administrative Support Team to assist with timely and appropriate accommodations. The team is responsible for constructing a support plan (included in the Toolkit) which addresses the supports and accommodations provided to the scholar. The team should work closely with the scholar and/or the parent/guardian, if appropriate, to discuss individual needs and additional supports. The scholar’s ’s support plan shall be kept in the scholar’s s health folder and may be shared only with staff members who have a legitimate health, safety, or educational interest in the information. Please see the full guidelines for more information.

OUT for Safe Schools is a national campaign that helps educators, administrators, and other school district employees 'come out' as visible allies for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) scholars and staff. As part of the campaign, participating staff wear badges identifying themselves as allies in order to make school a safer, more welcoming place.

TECHNOLOGY POLICY

This acceptable use policy for scholars sets forth the governing standards of the school for authorized users to access local, state, national, and international sources of information through the following:

- Internet;
- The Christopher House network;
- Computer and electronic mail (e-mail).
- This policy sets forth the rules under which scholars may continue their access to and use of these resources. It promotes the ethical, legal, and school-related use of the Internet, Christopher House network, electronic mail, and computer access, and is in compliance with the Children's Internet Protection Act.
- Access to the Internet, Christopher House network, and computer and electronic mail is a privilege that is provided to scholars for educational purposes. These resources provide scholars with effective means of communication and research and should be used in a manner that does not violate the Christopher House school policy and regulations established by the Christopher House Board of Directors.

General Provisions

Authorized Users

- Christopher House provides computers and network capabilities to scholars for the purpose of enhancing instruction through technological resources. Christopher House uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. Christopher House may make Internet access to e-mail available to scholars on the Christopher House network as an educational resource. It is a general policy of Christopher House to promote the use of computers in a manner that is responsible, legal, and appropriate. Scholar use of the Christopher House network is a privilege. A scholar's failure to adhere to the policy will result in the revocation of the scholar's access privileges. Should a scholar's access privilege be revoked, there shall be no obligation on the part of Christopher House to provide a subsequent opportunity for access to the Christopher House network.
- Christopher House uses filtering software to screen Internet sites for materials that are obscene, pornographic, or harmful to minors. The Internet is a collection of thousands of worldwide networks and organizations that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk, and Christopher House, and the Chicago Public Schools (CPS), and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a scholar gains access to inappropriate, obscene, pornographic, and/or harmful material, Christopher House, CPS, and the City of Chicago will not be held liable. To minimize these risks, your use of the Internet, the Christopher House network, and computer and electronic mail is governed by this policy.

Use of Internet, Computer Access and Electronic Mail

- Improper use of the Internet, computer access, and electronic mail is prohibited. Uses of the Internet computer access and electronic mail that are prohibited include the following:
- Use of the Christopher House network for, or in support of, any illegal purposes.
- Use of the Christopher House network for, or in support of, any obscene or pornographic purposes; this includes the retrieving or viewing of any sexually explicit materials, failing to use the Internet, computer access, and email in a manner consistent with this policy.
- Violation of any provisions of Illinois School Scholar Records Act, which governs scholars' right to privacy and the confidential maintenance of certain information including, but not limited to, a scholar's grades and test scores.
- Use of profanity, obscenity, or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities.

- “Reposting” or forwarding personal communications without the author’s prior consent.
- Copying commercial software in violation of state, federal, or international copyright laws.
- Using the Christopher House network for financial gain or for the transaction of any business or commercial activities.
- Plagiarizing (claiming another person’s writing as your own) any information gained on or through the Christopher House network or any other network provider.
- Using the Christopher House network for political lobbying.
- Intentionally disrupting the use of the Christopher House network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in “hacking” of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information.
- Providing access to the Christopher House network to violate any provisions of the Christopher House Approach to Guidance and Discipline.
- Using a modem to dial into any online service provider or Internet Service Provider (ISP) or connect through a Digital Subscriber Line (DSL) while connected to the Christopher House network, as this poses a security risk to the Christopher House network.

General Information

- All scholars and parents/guardians must sign a Technology and Internet Policy before scholars are permitted to use any school technology equipment. See Appendix 3 for the Technology and Internet Policy
- The privilege of using the Christopher House network is that it’s free to scholars of Christopher House. The scholar to whom an account on the Christopher House network is issued is responsible, at all times, for its proper use. A responsible scholar of the Christopher House network:
 - May keep a free account on the Christopher House network as long as he or she is a scholar in Christopher House.
 - May use the Internet to research assigned classroom projects.
 - May use the Internet to send e-mail to other users of the Christopher House network and to people around the globe, so long as it relates to projects assigned to the scholar by school staff.
 - May use the Internet to explore other computer systems, so long as it relates to projects assigned to scholars by school staff.
 - Does not give his or her password to another person.
 - Understands that none of his or her communications and information accessible through the Christopher House network is considered private or confidential, and Christopher House reserves the right to access all user accounts, at any time, including scholar e-mail.
 - Understands the policy before logging on.
 - Understands that if the policy is violated, the scholar’s account on the Christopher House network will be revoked.
 - Understands that if he or she is removed from Christopher House network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the principal of the school; the principal’s decision shall be final.
 - Understands that if he or she is removed from the Christopher House network, there shall be no obligation to provide a subsequent opportunity to access the Christopher House network.

Waiver of Privacy, Monitoring, Enforcement

- Users do not have a personal privacy interest in anything created, received or stored on the Internet, Christopher House network, or electronic mail systems, as these systems are neither secure nor private.
- Users expressly waive any right to privacy in anything created, stored, and/or received while using Christopher House computer equipment or Internet access. Users consent to allow Christopher House personnel to access and review all materials created, stored, sent, or received by the scholar through any of the Christopher House network or Internet connections.

- Christopher House has the right to monitor and log any and all aspects of its computer system including, but not limited to, monitoring Internet, Christopher House network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes consistent with this policy.

Penalties for Improper Use

- If scholars do not follow the rules of acceptable use, their privileges may be taken away according to the following guidelines.

Level 1: Loss of computer privileges until the end of the current class.

- Scholar does not follow the directions regarding Internet, programs, or use of hardware.

Level 2: Loss of use of computer privileges for one month.

- *Scholar consistently does not follow directions regarding Internet, programs, or use of hardware.*
- Scholar damages hardware due to carelessness.

Level 3: Loss of computer privileges for 3 months or the entire academic year.

- Scholar destroys files or any form of another person's work.
- Scholar views or prints a sexually explicit, offensive site.
- Scholar views or prints other inappropriate material.
- Scholar destroys hardware intentionally.
- Scholar destroys hardware beyond repair.

Level 4: Incurs the cost of repair or replacement of computer.

- Scholar breaks the computer intentionally or unintentionally.

HEALTH POLICY

Parents or guardians must call the center whenever a child is absent due to illness to inform staff of the nature of the illness. When a child has certain symptoms or conditions, the child will not be allowed to attend the center unless the child's physician states that the child can be in the child care setting and the child is able to participate fully in the program's activities.

These symptoms include:

- Oral temperature of 101 degrees or higher.
- Vomiting or nausea
- Persistent diarrhea
- Uncontrolled wheezing or breathing difficulty
- Ear aches accompanied by an elevated temperature and/or discharge
- Any infectious or communicable condition
- Any condition that prevents the child from participating comfortably in the activities, or the illness results in a greater care need than the childcare staff can provide without compromising the health and safety of the other children.
- Abdominal pain, earaches accompanied by an elevated temperature and/or discharge, uncontrolled wheezing, breathing difficulties, or urination problems for the previous 24 hours.
- Children will not be allowed back to the program until they present a doctor's note when absent for any length of time due to any infectious or communicable condition.
- Christopher House staff retains the right to send home any child whose health does not conform to health policies. When a child is sent home due to illness they may not return back to school for 24 hours or until they are free of symptoms. In addition, if there are any questions or concerns as to whether or not a child is ready to come back to school after an illness, a doctor's note may be required. This is for the protection of all children.
- **Children who have been sick for three (3) days or more must provide a doctor's note before being allowed to return to the program.**

Christopher House does not discriminate against HIV positive children or children with AIDS. We do have an approved agency policy that is available to parents upon request. Workshops on various health topics are offered annually through the Health Service Advisory Committee.

HEALTH AND SAFETY

We are a candy- and peanut- free school. This decision is made in order to ensure the health and safety of children. Many children can become severely ill from minimal contact with peanut products. We have established a candy-free policy to set high expectations for scholar health and nutrition.

***We are a PEANUT-FREE SCHOOL. Scholars may not bring foods with peanuts or any peanut product to school. Any peanuts or foods containing peanuts will be disposed of immediately upon observation.

BREAKFAST AND LUNCH PROGRAMS

Scholars at Christopher House Elementary School may bring their own lunches, purchase meals that are provided, or participate in the USDA's free and reduced-price lunch program.

Forms for the subsidized lunch program will be available during the first week of school. All scholars regardless of intent to purchase lunch or participate in the lunch program MUST RETURN forms to the school. Any follow-up documentation for free status, such as salary information, must be provided by the date requested for continuation of free/reduced status.

Treats & Snacks

Due to health concerns and scheduling, unhealthy treats and snacks for any occasion should not be brought to the school. For a list of allergy concerns, please ask your child's teacher. All birthday treats must be announced to the teacher with 48 hours notice.

FOOD ALLERGIES

State law requires our school district to annually inform parents of scholars with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

If your scholar has a life-threatening allergy or life-threatening chronic illness, please notify the Diverse Learners Manager.

Federal law protects scholars from discrimination due to a disability that substantially limits a major life activity. If your scholar has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your scholar can access his or her education as effectively as scholars without disabilities.

Not all scholars with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a scholar's needs through other means.

Special education services are available to those scholars in need. A case manager and special education teachers will identify and accommodate scholars requiring special services.

The classroom teacher refers to the nurse whenever symptoms indicate the possibility of illness, injury, and/or pain. Minor injuries are treated at school.

Each child is required to have an Emergency Contact form on file. The form requires the names and phone numbers of three (3) responsible adults being 18 years of age or older who can be contacted in case the parent/guardian cannot be reached.

MEDICATION

Medications will be given during school hours only if medically necessary to maintain a scholar's health.

Before medications can be given out at school, parents/guardians and the child's physician must complete the required forms. The forms can be obtained from the Elementary School main office via the case manager.

No medications will be given at school except for those which have been prescribed by a physician and which are needed to maintain the child in school. Any medication that is taken at school must be brought to the nurse's office in a container appropriately labeled by the pharmacy. This label must include the child's name, the prescribing physician's name, the name of the medication with the directions (how to administer, dose, and frequency), and the pharmacy phone number.

If the scholar needs to take medication at school, the parent/guardian should bring the medication to school and not send it with their child. The parent/guardian is also responsible for picking up their child's medication if it is discontinued. If the medication is not picked up in a timely manner, the medication will be thrown away. All medications that have not been picked up at the end of the school year will be thrown away.

Scholars cannot carry any type of medicines, pills, or inhalers unless the nurse has a note from the physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file with the nurse's office stating that the child needs to keep the medicine with him- or herself during the school day.

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

All scholars are required to present appropriate proof that the scholar received a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

- Entering Kindergarten or the first grade;
- Entering the sixth grade;
- Enrolling in an Illinois school for the first time, regardless of the scholar's grade.

The required health examinations must include a diabetes screening (diabetes testing is not required) and a statement from a physician assuring the child has been "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the scholar's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. If a medical reason prevents a scholar from receiving a required immunization by October 15, the scholar must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. An appropriate medical professional must sign the schedule and statement of medical reasons.

Eye Examination

All scholars entering Kindergarten or the school for the first time must present proof before October 15 of the current school year of an eye examination performed within one year prior to entry of Kindergarten or the school. Failure to present proof by October 15 allows the school to hold the scholar's report card until the scholar presents: (1) documentation of a completed eye examination, or (2) documentation that an eye examination will take place within 60 days after October 15.

Dental Examination

All children entering Kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year. Failure to present proof allows the school to hold the child's report card until the scholar presents: (1) documentation of a completed dental examination, or (2) documentation that a dental examination will take place within 60 days after May 15.

Exemptions

A scholar will be exempted from the above requirements for:

- Religious or medical reasons if the scholar's parent/guardian presents to the school principal a signed statement explaining the objection;
- Health examination or immunization requirements on medical grounds if a physician provides written verification;
- Eye examination requirement if the scholar's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
- Dental examination requirement if the scholar's parent/guardian shows an undue burden or a lack of access to a dentist.

HEAD LICE

If your scholar has head lice, the school will observe recommendations of the Illinois Department of Public Health regarding head lice.

- Parents are required to notify the school nurse if they suspect their child has head lice.
- Infested scholars' parent or guardian will be notified and asked to pick up their scholar.

- The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
- A scholar excluded because of head lice will be permitted to return to school only when the parent or guardian brings the scholar to school to be checked by the school nurse or school principal and the child is determined to be free of the head lice

SCHOLAR SECURITY AND SAFETY

The School Safety Plan is available in the office for your review. We have two security guards to support the school and building. They help with arrival and dismissal and monitor the building.

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services. Mandated reporters are not required to communicate suspicions or reports to the parents/guardians.

Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

- To attend a conference at the school with school personnel to discuss the progress of his or her child;
- To participate in a conference in which evaluation and placement decisions may be made with respect to his or her child's special education services;
- To attend conferences to discuss issues concerning his or her child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the chief executive officer or school board. Anytime that a convicted child sex offender is present on school property for any reason — including the three reasons listed above — he or she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he or she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Custody Issues

In cases where parents are divorced or separated, the school can presume that both parents have access to the scholar. If one parent has been denied this privilege, it is the parents' obligation to make this known in writing to the administration. Both parents listed on the scholar's birth certificate have a right to scholar information unless documentation is provided otherwise to the school. This holds true regardless of the omission of a parent in the guardianship information provided on application/registration materials. In the event that there is only one custodial parent, mailing and scholar information are directed to the custodial parent. All communication with the school must be done in writing to ensure proper protocol is followed.

Animals on School Property

In order to assure scholar health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a scholar or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for scholars, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) scholars will not be exposed to a dangerous animal or an unhealthy environment.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the building principal if they have a disability that will require special

assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the fire department and school. Scholars are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of one (1) monthly evacuation/fire drill and a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill (intruder drill), and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the principal. A warning to the scholars will not precede drills.

Visitors in the Building

A visitor is defined as any individual who does not work for or attend Christopher House. All visitors must be wearing a visitor's badge for the entire time that they are in the building. The protocol for visitor check in is as follows:

1. Sign in at the front desk on the first floor.
2. Report directly to the elementary school office (201) where you will sign in and be given your visitor's badge.
3. Return the visitor's badge to the office upon your departure.

*Please note - no visitor is permitted to go directly to the classroom at any point.

HOLIDAY PLAN

Understanding Our Families

In order to continue to develop our organization into one that is inclusive and respectful of its participants, we must know and understand our participants' cultures and traditions. This requires our staff to seek out conversations with parents and families, gathering feedback and suggestions from participants and including participants in the planning of holiday celebrations.

Defining "Holiday"

Once we have a comprehensive understanding of each Christopher House site's unique culture, we may then begin to define what a holiday is and how we choose to celebrate it.

Our definition of "holiday" may be any day or celebration that is significant to our families' cultures and/or traditions. Ultimately, it will be up to the program directors and their staff to decide what holidays will be celebrated. The holidays chosen should be representative of the participants and staff involved. Christopher house staff should ask participants and families what holidays are important to their culture. Staff should:

- Send surveys or questionnaires, make calls, sit down with parents, do whatever it takes to communicate the desire to understand the culture of each participant;
- Include Christopher House's values within the surveys or conversations so that families understand Christopher House's intent to build an inclusive, respectful community;
- Make sure those who respond understand that their input is valuable;
- Make a list of holidays and traditions received from families, research each, and find which would be appropriate to celebrate within your program;
- In addition, be mindful of significant holidays that participants may have overlooked.

Celebrating the Holiday

How we celebrate these holidays may vary depending upon the importance of the holiday, the interest of participants, and the time available. For instance, each holiday does not require a potluck party, although at times this may be appropriate. Our goal is to address as many cultures and holiday traditions as possible, therefore, short but meaningful celebrations may often be appropriate. Christopher House staff should:

- Plan ahead to ensure there is ample time for holiday celebrations;
- Seek suggestions from families involved, and encourage them to participate in the celebration or explanation of the holiday when possible;
- Celebrate the holiday from the point of view of the individual who celebrates it;

- Make sure that they have a substantial understanding of the holiday or tradition being celebrated prior to asking for help from participants;
- Invite children to talk about how their families celebrate a certain holiday;
- When appropriate, allow for questions and discussions;
- Celebrate, make it enjoyable, and be creative.

Religious Holidays

When addressing holidays with religious significance, the focus should be on the historical meaning and traditions of this holiday. If specific questions are asked, children should be encouraged to go to their families with questions.

Create an Option

To create an environment where everyone is comfortable, Christopher House remains sensitive to the fact that individuals may not desire to participate in all celebrations. When celebrating holidays, staff will strive to create an attractive alternative option for participants.

Flexibility in our Holiday Plan

Christopher House is aware that each site possesses its own cultural identity. Each has various backgrounds, and some are more homogenous than others. Therefore, a certain amount of flexibility is necessary in our holiday plan. We need to acknowledge the community of each site. However, this flexibility comes with a reminder that we are seeking to celebrate and learn about all of our participants, not only the majority. More homogenous sites may need to have increased sensitivity to those who are not included in the majority.

Measuring our Progress and Continuing to Grow

- To continue to evaluate our progress, we will seek out further feedback from parents and families.
- We will consider family participation in events.
- We will seek feedback from the management team and Board of Directors to find out how each program is reaching its goals.
- We will share successful ideas and activities with other departments.
- We will seek to identify and remedy any problems that have occurred and address any concerns of staff members or participants.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

Closings due to inclement weather or emergencies will be based on closing announcements from Chicago Public Schools. Therefore, it will be very important to listen to your local radio and television stations for confirmation that the local schools are indeed closing. Information on school closings can be obtained from:

- WMAQ 67, WGN 720, WBBM 780, FM US99, TV-32
- HOTLINE: 1.847.238.1234
- Website: www.emergencyclosings.com
-

OTHER INFORMATION AND POLICIES

Textbooks and School Resources

All books are inspected and assigned to scholars at the beginning of the school year and are inspected and collected at the end of the school year. It is the responsibility of the Christopher House Elementary School scholars to return textbooks, classroom library books, and any other school materials at the end of the school year in good condition. In accordance with the Christopher House Elementary School policy, it is the responsibility of parents/guardians to instill respect for property in their children. Thus, parents must assume responsibility for damage to or loss of any textbooks, classroom library books, audio/visual equipment, or other school materials used by their children. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full before a final report card is issued, transfer of records sent, or registration accepted for next school year.

Fees

All scholar fees must be paid in a timely manner. Outstanding fees will result in withholding of the hard-copy report card until the balance is paid. Scholars may not register for the new school year if there are outstanding fees. Transfers may also be held until final balances are paid. School cluding lunch, must be paid in cash, checks or money order.

Birthdays, Invitations, and Gifts

Birthdays are a wonderful opportunity for your child to celebrate with his or her peers. Party invitations or gifts for classmates should not be brought to school to be distributed unless there is one for EVERY scholar in the classroom. Items such as these are of a personal nature and should be given to the parent of the child directly.

Transportation

The school does not provide transportation to and from home. Certain scholars may qualify for transportation through Chicago Public Schools. Please contact the school for more information. Christopher House does not endorse or promote any private transportation companies.

Cell Phones and Other Electronic Devices

Cell phones that are brought to school MUST remain fully switched off (not silenced, set on vibrate, etc.) during school hours, MUST be kept in a book bag, and MUST not be seen by school personnel. Teachers or the school may choose to collect phones and keep them locked throughout the day. If a cell phone is not put away and is seen by any school personnel, it will be taken away and returned to the parent at the end of the school day. The school claims no liability for any lost or stolen phones brought to school. All other electronic devices are not to be brought to school. This includes Game Boys, iPods, etc. Parents are urged to help children understand why these items are not to be brought to school. If there is a repeated violation of the cell phone policy, the incident will be treated as a Category II offense and the cell phone will be confiscated by the principal until the end of the year.

Scholars are not allowed to use cellular phones for any purpose during school hours. If a scholar needs to contact the parent or if the parent needs to contact the scholar, the office phone is available.

Articles Not to Be Brought to School

Objects which create a safety hazard or which interfere with school procedure should not be brought to school. Toys and/or objects from home that may not be conducive to the learning process are prohibited unless otherwise permitted by the teacher or principal for special school celebrations. Undesirable objects will be confiscated if brought to school without the teacher's permission. Any money sent to school with your child should be kept to a minimum. The school is not responsible for any money that is sent to school with your child. All money should be turned in to the office manager by the parent.

Smoking, Alcohol, and Drug Policy

Christopher House is committed to maintaining a safe, productive, smoke-free environment for children enrolled in our programs and for our staff. It is for this reason that the distribution, dispensation, possession, or use of tobacco, alcohol, drugs, or other controlled substances on Christopher House premises is prohibited.

APPENDIX 1:**Notification of Rights under FERPA for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 45 days of the day the school receives a request for access. Parents or eligible scholars should submit to the School principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

1. The right to request the amendment of the scholar's education records that the parent or eligible Scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA. Parents or eligible scholars who wish to ask the School to amend a record should write to the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.
1. The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll.

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

"Personal information" is understood as individually identifiable information including:

- a scholar's or parent's first and last name;
- a home or other physical address (including a street name and the name of a city or town);
- a telephone number; or
- a social security number.

APPENDIX 2:

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding Christopher House's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
1. Political affiliations or beliefs of the scholar or scholar's parent;
 2. Mental or psychological problems of the scholar or scholar's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the scholar or parents; or
 8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a scholar out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.
 - Inspect, upon request and before administration or use:
 1. Protected information surveys of scholars;
 2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under state law. Christopher House Elementary School will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Christopher House will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Christopher House will also directly notify, such as through U.S. Mail or e-mail, parents of scholars who are scheduled to participate in the specific activities or surveys noted below, and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Christopher House will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920

Thank you!

On behalf of the staff and board of directors at Christopher House, we look forward to working with your family.

[1] All procedural safeguards contained in the AGD are equally applicable to those scholars with §504 plans.

Appendix 3

Christopher House Elementary School
Technology and Internet Policy
 Elementary (Grades 2-8) Scholar Agreement

Scholar Name: _____

Teacher: _____

I agree to follow all of the rules for using technology and internet in Christopher House Elementary School. I understand that:

- Technology at school is to be used for educational purposes only.
- The use of the technology is a privilege, **not a right**, and I will use appropriate language and behavior when using the technology.
- I will not use technology to search, send, or receive any inappropriate materials.
- I will not give my password to anyone else; I will not use anyone else’s account or move, change, or delete anyone else’s work.
- I will only use the Internet for school purposes and only with a teacher’s permission.
- I will not give out personal information about me or others (including name, address, school, or telephone number) on the Internet.
- I will not use email or Instant Messenger unless a teacher has told me to.
- I will not download anything from the Internet without permission from a teacher.
- I will not change any computer settings or install programs on school computers without permission from a teacher.
- I will not intentionally cause physical damage/harm to any computer (including computer keys and screen)
- If I do not follow the rules, I will not be allowed to use technology for a period of time and may face additional school disciplinary action.

Student Signature

Date

A parent or guardian must read and six

I _____ parent/guardian of _____, have read and understand the contract, which my child has signed in order to use Christopher House Elementary School’s technology and internet. I have discussed this contract with my child to help them understand it. I fully agree with the contents of the contract and recognize that my child must abide by it.

Parent/Guardian Signature

Date