



CHRISTOPHER HOUSE ELEMENTARY SCHOOL
PARENT SCHOLAR HANDBOOK
2022-2023

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WELCOME FROM THE CHIEF EXECUTIVE OFFICER

Dear Parent/Guardian,

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 this is your first year at Christopher House or not, we enter each year with renewed energy, hope, and excitement for what is to come. We are looking forward to a wonderful year ahead and are here to support you in any way we can.

At Christopher House Elementary School, we believe strongly in educating the whole scholar 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's 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 equity

We work hard to fully challenge and realize each scholar'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 scholar 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 scholar, because we know your scholar 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 2022-2023 school year a success.

Sincerely,

Libby Shortenhaus
Chief Executive Officer

CHRISTOPHER HOUSE PURPOSE, VALUE AND MISSION

Our Vision

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.

Our Purpose

Helping scholars and their families thrive.

We partner with families to provide a continuum of innovative schools for scholars from birth through high school as well as adult educational programs that create stable, self-sufficient families.

Our Values

- Commitment to Excellence
- Achievement and Perseverance
- Respect and Compassion
- Equity

Our Beliefs

Scholars and families thrive when:

- They have access to a high-quality education
- Education begins at birth, with parents as the first teacher, and continues through life
- Parents have high standards and set high expectations for their scholars and themselves
- Professionally trained teachers use strength-based instruction and know their scholars as individuals
- Curriculum and educational environments are inclusive of diverse family and cultural backgrounds
- Parents support their scholars financially and emotionally
- Evaluations and program adjustments are data driven
- Education includes developing perseverance and social intelligence
- Parents and teachers work together to continuously improve programs

LOCATION AND HOURS OF OPERATION

Christopher House Elementary School operates from 7:45 a.m. to 3:15 p.m. Monday through Thursday, and from 7:45 a.m. to 1:15 p.m. on Friday.

James & Jean Stewart Campus (Belmont-Cragin)

5235 W. Belden Ave.
Chicago, IL 60639
PH: (773) 922-7542
FAX: (773) 922-7558

CHRISTOPHER HOUSE ELEMENTARY SCHOOL ADMINISTRATION

Christopher House looks forward to building a respectful relationship based on trust, communication, and a common interest in providing the best opportunity for your scholar to grow and thrive.

Dr. Arturo Abrego, Principal

(773) 922-7531

Ashley Patterson, Assistant Principal

(773) 922-7500

Melissa Carlon, Assistant Principal/Case Manager

(773) 922-7500

We encourage you to contact us with any questions.

CHRISTOPHER HOUSE ELEMENTARY SCHOOL ORGANIZATIONAL CHART

Principal	Arturo Abrego	Aabrego@christopherhouse.org
Assistant Principal	Ashley Patterson	Apatterson@ christopherhouse.org
Assistant Principal	Melissa Carlon	Mcarlon@ christopherhouse.org
Office Manager	Rose Sandoval	@ christopherhouse.org
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Para	Endora Turner	Eturner@ christopherhouse.org
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Social Worker	Colin O'Brian	Cobrian@christopherhouse.org
Social Worker	Maureen Eigenfeld	Meigenfeld@christopherhouse.org

10 PRINCIPLES FOR INCLUSIVITY AND RESPECT

These principles, generated from Christopher House staff suggestions, reflect ways to contribute to an environment that is inclusive and respectful of cultural and individual differences

1. **BE RESPECTFUL.** Treat people, as you want to be treated, and be sensitive to the needs, feelings, and personal boundaries of others. Be professional and speak to others in a calm, respectful tone. Be aware of your words when talking about culture, but still recognize each person's individuality.
2. **SEEK CULTURAL UNDERSTANDING.** Be active in asking questions and educating yourself about other cultures, perspectives, holidays. Develop new relationships in order to understand individuals and their cultures.
3. **DON'T ASSUME, ASK.** When another's behavior is confusing, uncomfortable, or offensive to you, check your assumption. Share your perspective and encourage others to share their other interpretation of the situation. Use "I" statements
4. **PERSONALLY INTERVENE.** When there is name-calling, prejudice, or cultural conflict, intervene.
5. **SHARE YOURSELF.** Share your own ideas, values, feelings, and experiences. Be honest. Be a good representative of your own culture.
6. **GREET AND ACKNOWLEDGE OTHERS.** Greet each other, smile, and respond when spoken to. Acknowledge and welcome visitors and newcomers.
7. **BE OPEN.** Remain open to different ideas and make a conscious effort to see all perspectives. Approach each situation with an open mind and agree to disagree if needed.
8. **INVOLVE/EMPOWER THE WHOLE COMMUNITY.** Encourage input and give a voice to all in the community. Communicate appreciation of different community members and roles and acknowledge contributions and common values in posters and signs. Develop a partnership with parents: Involve them in classrooms, empower them to share their culture and further their own education, and help them set goals.
9. **INCREASE OPPORTUNITIES FOR CULTURAL APPRECIATION.** Provide cultural awareness opportunities and celebrations of diversity. Have a cultural night and others special events with personal invitations and sharing of books, food, and music. Use the newsletter to highlight holidays, diverse community members and achievements.
10. **INCREASE LANGUAGE INCLUSIVENESS.** Provide a translating network within the agency, with translators available on site to make phone calls and translate conversations. Translate Christopher House forms, letters, memos, and brochures in languages of all different clients. Have Spanish classes and opportunities to learn other languages.

ADMISSIONS, LOTTERY, AND RECRUITMENT POLICY

Christopher House elementary School is a public charter school. Admission is open to all residents of the City of Chicago. Christopher House works to ensure that all scholars and populations, including diverse learners and homeless scholars, are welcome and able to apply for and enroll in our school. Our recruitment strategy is grounded in our belief that all scholars can learn, and in our desire to welcome all scholars and families and their diverse learning and social-emotional needs, we make a significant effort to make sure that all families receive information about our school. If a family does not have a phone number or address, Christopher House will work to ensure that families receive all the information needed, and that communication takes place in a face-to-face meeting at or near the school.

Under Illinois Charter School Law, preference for admission must be given to those who have siblings already enrolled at Christopher House Elementary School. If there are more sibling applications than there are available spots in a grade, Christopher House Elementary Charter School will be required to hold a lottery of the sibling applications. Those siblings not admitted through the lottery will be put on the top of the waiting list for that grade, in the order that their names were drawn from the pool. If there are no spots available in a grade, a lottery will still be held to determine the order of the siblings at the top of the waiting list for that grade. For definition purposes, “siblings” are two or more scholars that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.

Lottery Policies

We admit scholars to Christopher House Elementary Charter School using a blind lottery. Our lottery does not take grades, testing, race, disability, or any other criteria into account. The lottery is open to any scholar (who will be 5 years old by September 1st of the upcoming year residing in the city of Chicago). To be entered the lottery, scholars (including siblings) must apply by the deadline. Christopher House will conduct a lottery when demand exceeds available seats at the school. The lottery is open to the public and conducted manually.

FEES

All scholar fees should be paid in a timely manner. School fees may be paid in cash, check or money order and cover the cost of uniform and school supplies which would typically be out-of-pocket expenses for families. If you are unable to pay the fee, please contact your family advocate.

CURRICULUM

Adhering to the current educational practice of meeting scholar's 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 scholars' learning strengths, styles, interests, and paces.
- Provide challenging, meaningful activities for all scholars.
- Provide equal opportunity for all scholars to develop potential and skills for success.
- Meet varying needs of scholars by matching instruction to scholar.
- 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 scholar 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 scholar. Leveled instruction is categorized into three tiers of support. A determination of the level of support needed is based on scholar monitoring and on-going data collection. More intensive intervention strategies are provided to scholars based on the scholar's ability to progress in the general education curriculum. Parents/Guardians work collaboratively with their scholar's teacher throughout the MTSS process. The MTSS team meets to review a scholar's response to intervention and determine supports necessary for the scholar to continue to progress. If a scholar 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 scholars to the fullest extent possible. An Individualized Education Plan (IEP) is developed to address each scholar's unique needs. The Christopher House philosophy supports a belief that scholars 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 scholars' complex, individual needs.

English Language Arts

BALANCED LITERACY - 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 scholars 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 scholar. The program's goal is for all scholars 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
- Writer's Workshop (whole class, small groups, and individual)
- Vocabulary
- Phonics
- Spelling
- Phonemic Awareness

INTERACTIVE READ-ALOUD

For young scholars, one of the most effective ways to learn new words is to listen to read-alouds. During read-aloud, scholars actively listen and respond to an oral reading of a text. Reading to scholars 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

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.

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 scholars to become fluent readers who can problem-solve strategically and read independently and silently.

INDEPENDENT READING

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, scholar responsibility was interposed with teacher responsibility. In the independent reading stage, however, scholars 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.

SPELLING/PHONICS: WORDS THEIR WAY GRADES K-3RD 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, scholars 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.

LUCY CALKINS PHONICS K-2ND GRADE

Fountas and Pinell’s Phonics program Introduces high-leverage phonics concepts and strategies in a way that keeps pace with scholars’ 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 scholars.

VOCABULARY - WORDLY WISE AND/OR TEACHER CREATED UNITS K-3RD GRADE

Vocabulary instruction becomes more sophisticated while continuing to prepare scholars 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.

HEGGERTY PHONEMIC AWARENESS K-2ND GRADE

Phonemic awareness is the precursor for scholars’ reading and writing skills. Scholars learn to listen to, speak, and manipulate phonemes (a unit of sound in a word) through different aural, oral, and kinesthetic lessons in the Heggerty curriculum. Activities focus on skills such as blending, segmenting, and rhyming. These skills pave the way for scholars when they learn how to decode and blend phonics patterns in reading and how to break apart words as they try to spell and write them.

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 the 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 scholars to become fluent readers who can problem-solve strategically and read independently and silently.

PROJECT BASED LEARNING

When scholars 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, scholars 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 scholars' 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: Scholars 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, scholars 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 scholars and reinforce and reward learning achievement.

Writing K-8th

SHARED WRITING

In shared writing, the teacher and class or small group of scholars compose a meaningful text together. Through guided conversation, the teacher scaffolds the scholars' 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 scholar writing. (Lucy Calkins)

INTERACTIVE WRITING

In interactive writing the teacher shares the pen with a class or group of scholars 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 scholar 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 scholars and displayed for permanent demonstration. It is a resource for words and a reminder of how to go about writing. (Lucy Calkins)

WRITER'S WORKSHOP (LUCY CALKINS)

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

INDEPENDENT WRITING

During independent writing, scholars 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 scholars make sense of the math.
- Provides varied learning opportunities for scholars, 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 scholars 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 scholars' 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 scholars 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 scholars can access content at appropriate levels of depth and rigor. A wealth of resources for the classroom and beyond provide the tools scholars need to embrace math and succeed in high-stakes assessments.

DREAMBOX K-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-1ST 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 scholar interest. Documentation will occur through weekly lesson plans and that documentation will guide further lesson planning.

NGSS UNITS 2ND-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 scholars build a cohesive understanding of science over time.

Social Studies

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

Unit plans will have Social Justice Standards incorporated into them. The Social Justice Standards provide a road map for anti-bias education at every grade level. These standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice, and action (IDJA). The standards provide a common language and organizational structure for planning and communication. School based scenarios are also included to help show what anti-bias may look like in the classroom.

THE DBQ PROJECT 4TH-8TH GRADE

The DBQ Project 6-Step Method underpins the design of all our DBQs and Mini-Qs. Each step builds on scholars’ 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. Scholars 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 scholars at all levels to practice answering engaging historical questions. As they learn to use evidence to support their arguments, scholars are practicing skills that will last them a lifetime.

GLOBAL AWARENESS 6TH-8TH GRADE

Scholars 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 scholar will have one Illinois Social Science Standards aligned semester of civics education for all scholars 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. By 8th Grade, scholars must pass The Constitution of the United States of America and The Constitution of the State of Illinois exams to receive an eighth-grade diploma. Scholars will be immersed into the history of our country and state to prepare for this exam. Scholars will have

a unit on Financial Literacy. This unit will ensure that scholars begin developing their financial skills, such as money management, savings and investing, and credit and debit.

Sexual Health Education (SHE)

As of December 16, 2020, CPS adopted the Sexual Health Education Policy. Sexual Health Education (SHE) is required annually for all students in CPS in grades PreK-12. All SHE curriculum is aligned with the National Sexuality Education Standards, Second Edition (NSES), and meets Erin's Law requirements.

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. Scholars will have choice boards in grades K-1st to support differentiated learning needs, styles, and paces.

In grades 2nd-8th, scholar 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 scholar schedules. Teachers will engage in increased vertical planning to align Standards and benchmarks, ensuring cohesive programming despite the personalized learning structures.

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

Arts Integration

Christopher House Elementary School believes strongly in educating the whole scholar and reflecting on personal choices. This means we pay special attention to maximizing creative and critical thinking skills. Scholars are given art and music experiences starting in kindergarten and continuing through eighth grade. Through the years, scholars 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 scholar.

Enrichment Classes

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

ASSESSMENT & PROMOTION

Report Cards

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

Parents/Guardians will receive progress reports and report cards that track their scholars 's academic performance. The school will notify Parents/Guardians 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.

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

The Christopher House grading system is designed to represent a scholar's learning fairly and accurately 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 their 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 scholars 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 scholar 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 scholar has independently achieved or <u>mastered</u> the standard. By the time a summative assessment is given, most scholars should fall into this category.
2	NEAR MASTERY	A (2) indicates that a scholar 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	A (1) indicates that a scholar has <u>minimal</u> understanding of the standard. The scholar is not there yet and needs additional instruction and/or support.

Promotion

The curriculum of Christopher House Elementary School is rigorous. It is the intention of the school to promote preparedness for each scholar to progress through the grade levels successfully. In order to achieve this goal,

instruction will be differentiated depending on the needs of the scholar. Christopher House and its teachers are committed to doing whatever it takes to ensure the success of each individual scholar.

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 scholar who is not prepared to exit a grade level will not be permitted to continue to the next grade until they have 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/Guardian(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/Guardians will be notified by the school administrator, in writing, no later than the first week in June if their scholar is retained.

Parents/Guardians may appeal the retention of their scholar 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/Guardians of the decision within five business days. If Parents/Guardians are still not satisfied, they may appeal the retention of their scholar to the Chief Executive Officer. She will review scholar records and the principal's decision and notify the Parent/Guardian of the decision within five business days.

Homework

Homework is an integral part of a scholar's educational process. Christopher House Elementary School requires scholar preparation outside of school, which is enhanced by a Parent/Guardian'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/Guardians may be required to work with their scholar on special projects and provide materials that can be found in the home. Parent/Guardian-scholar reading, particularly in the primary grades, is necessary for 15-20 minutes per day. Parents/Guardians are responsible for discussing and checking homework assignments on a daily basis with their scholars. All assignments should be completed by the scholar only. Parents/Guardians may assist with homework; however, thoughts and responses should originate in the scholar's own handwriting.

PARENT TEACHER CONFERENCES

At the end of quarters 1-3, Parents/Guardians will be required to come to the school for report card conferences with their scholars' s teachers. It is the responsibility of the Parent/Guardian to meet with a scholar's teacher regarding their scholar's progress on the designated Parent/Guardian-teacher conference days (3) held throughout the year. If a Parent/Guardian misses a conference, the Parent/Guardian will not receive the scholar'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/Guardian-teacher conferences. Letters verifying participation in this program are available from the school office upon request. Each scholar will receive a progress report halfway through the quarter so that Parents/Guardians are up to date on scholar progress. The report card grade should not be a surprise to a Parent/Guardian.

CHRISTOPHER HOUSE 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/Guardians 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/guardians, 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 scholars 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, scholars 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.

LIST OF HOLIDAY CLOSINGS

Christopher House will be closed on the following holidays:

- Observance of Independence Day (July 4, 2022)
- Labor Day (Sept. 5, 2022)
- Staff In-Service (September 23, 2022)
- Indigenous Peoples Day (October 10, 2022)
- Thanksgiving and the Friday after Thanksgiving (November 23-25, 2022)
- Observance of Christmas Eve & Christmas Day (December 23, 2022)

- Observance New Year's Eve & New Year's Day (December 31, 2021 & January 3, 2022)
- Observance of Martin Luther King Jr.'s Birthday. (January 16, 2023)
- Staff In-Service (Feb. 27, 2023)
- President's Day (February 20, 2023)
- Staff In-Service (April 14, 2023)
- Memorial Day (May 29, 2023)
- Observance of Juneteenth (June 19, 2023)

EMERGENCY CLOSINGS

Emergency closing may be required by excessive snowfall, power failures, excessive heat or rainfall, or a number of other manmade failures. Closing may be site specific or affect all sites. To ensure maximum communication, as well as the health and safety of our clients and staff, please follow the procedures outlined for Emergency Closing. **Christopher House Elementary will be closed any day that Chicago Public Schools are closed due to extreme weather.** In any other circumstances the decision to close the school will be made by the Chief Executive Officer.

How to know if Christopher House is closed:

To determine Chicago Public School Closures please visit:

- **RADIO:** WGN Radio 720 AM, WBBM News Radio 780 AM
- **TV:** CBS – 2, NBC – 5, ABC – 7, WGN – 9, Fox – 32, CLTV News

Parents will also receive a Remind notification from the school's administration or their Family Advocate in advance of any emergency closings.

CHRISTOPHER HOUSE EMERGENCY PLAN

In the event of uncontrollable circumstances arising at Christopher House for a variety of possible situations, a plan has been established for each Christopher House location. Each plan will be carried out in cooperation with program staff and clients present at the time of the incident.

In all cases, the principal is responsible for the safety of all staff and scholars.

The Fire Evacuation Procedure will be used for clearing the building for the following emergencies:

- Fire - the fire alarm will be sounded
- Fire Drill- the fire alarm will sound
- Bomb threat - the fire alarm will sound

The principal will announce when there is a need to proceed immediately to the center of the building, clear all doorways and windows, for the following emergencies:

- Tornado Watch

- Tornado Warning
- Heating failure
- Severe Storm Warning
- Severe Rainstorm

The principal will announce when there is a need for a lockdown drill where scholars and staff are required to remain in their classrooms with the lights off and door locked from the inside.

The principal or designee will announce if all staff and scholars are to move outside the building in case of flooding.

The principal and/or Facilities Manager will notify the Power Company in case of a partial or total power failure. The principal or designee will confer with the Chief Executive Officer or Chief Operations Officer to make the determination for keeping the school open for the rest of the day.

When the school is closed before arrival of the scholars (blizzard, unsafe building conditions) the principal will inform staff of school closure. Families will be informed of cancellation of classes for the day via the Remind app.

When school is closed with scholars present (the building is safe and no immediate danger is present, i.e., blizzard, safety issue, broken/frozen plumbing) Parents/Guardians will be contacted via the Remind app and told the reason for the early dismissal.

ATTENDANCE

96% overall attendance is our overall goal. 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 scholars 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 scholar's behalf.

Parents/Guardians are responsible for calling the school before 8:00 a.m. if their scholar will be absent that day, and for sending a follow-up note when the scholar returns to school. If the scholar 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 scholar's permanent record file.

If it is known that a scholar 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 scholar 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 scholar 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 scholar 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 scholar 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 (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 must complete and turn in the work the day after they receive the work from the teacher. Scholars can receive help after suspension, and to make up work missed because of a suspension

PERFECT ATTENDANCE

We celebrate parent/guardian 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, scholars will develop pride in their attendance and benefit from consistent, high-quality instruction. 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. To make up for the missed class time and ensure scholar learning progresses at a rigorous pace, scholars 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. To make up the learning and academic time that the scholar missed from the absences, the scholar 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 scholar services agency alleging the belief that the acts or omissions of the scholar is such that their family has service needs. There will be an eligibility meeting held to determine if the scholar will be promoted to the next grade level.

Tardiness

A scholar is considered tardy if they are not in their classroom by 7:55 a.m. Repeated and frequent violations may result in serious consequences, including, but not limited to, filing a report with a scholar services agency. Three tardies constitute an absence. The principal will determine consequences for tardies.

VACATION POLICY

Scholars 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.

ARRIVAL AND DISMISSAL PROCEDURES

Arrival

- Lockwood and Latrobe Entrances - Doors will open at 7:30 a.m.
- Doors will remain open until 8:00 a.m.
- After 8:00 a.m. scholars must be dropped off at the Latrobe entrance only.
- **Belden Entrance – Elementary students are not permitted to enter the building through the Belden entrance.**
- Parents/Guardians will not be permitted in the hallways and may not walk scholars past the CHES main office.

Dismissal

Scholars should be walking down to the dismissal area with their teacher at their assigned time.

- Kinder and 1st Grade: between 3:00 p.m. and 3:05 p.m. (1:00 p.m. and 1:05 p.m. on Fridays)
- 2nd and 3rd Grade: between 3:05 p.m. and 3:10 p.m. (1:05 p.m. and 1:10 p.m. on Fridays)
- 4th through 8th grade: between 3:10 p.m. and 3:15 p.m. (1:10 p.m. and 1:15 p.m. on Fridays)

Classroom teachers will remain with their scholars until they are picked up or until 3:25 p.m. (1:25 p.m. on Fridays) Kindergarten scholars must be signed out daily by a person on the scholar's pick-up list. If the person is not on the list, they CANNOT take the scholars with them. 1st-8th grade scholars do not need to be signed out, but also must be released to a person on the scholar's pick-up list. Teachers are provided with these lists and a book is maintained in the main office. Teachers and staff will require ID for anyone they do not recognize or who is picking up the scholar for the first time.

Parents/Guardians who would like to authorize their scholar to walk home or be picked up by a sibling who also attends the school, must provide written authorization to the CHES main office.

Early Dismissal

Christopher House Elementary School utilizes every hour of the school day to promote your scholar's continuous educational advancement. Because of this, we ask that scholars do not leave early unless absolutely necessary. No scholar is allowed to leave the building during school time unless they are accompanied by a parent/guardian, or other authorized adult. If it is known in advance that an early dismissal is absolutely necessary, Parents/Guardians must provide advance notice to the school, and the principal must approve the early dismissal. Parents/Guardians who are picking up their scholars early must report to the office and sign their scholar out. They are not permitted to pick their scholar up directly from the

classroom. Teachers will be instructed to send scholars to the office once they receive a phone call asking them to do so.

There is no early dismissal after 2:45 p.m. Monday- Thursday or after 12:45 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 scholar
- 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 themselves
- 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.

LATE PICK-UP FEE

Parents/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. It is the Parent/Guardian's responsibility to ensure that their scholars are picked up on time. Parents/Guardians are also responsible for knowing of a late pick up if a person other than the Parent/Guardian is picking up a scholar from school.

ABANDONED CHILD POLICY

If a scholar has not been picked up after one hour and if no contact has been made with a parent/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 scholar.

RELEASE OF SCHOLARS POLICY

Please consider all of the adults who may pick up your scholar during the year and include them on the emergency contact card. Scholars can only be released to individuals who are 18 years of age or older and who are authorized to do so on their pick-up form and emergency card. Parents/Guardians will be asked to update this card on a bi-quarterly basis. To release a scholar to someone not listed as authorized emergency contact, the parent/guardian must provide prior consent to the CHES main office. Authorization via telephone call will be verified.

In the event that a family has circumstances that prevent them from having an adult pick up their scholar from school, they can sign an authorization form for an individual under 18 years old to pick up. Parents/Guardians must fill out a form to be kept on file with the Christopher House Elementary School main office.

Both Parents/Guardians are legally authorized to pick up the scholar unless the school has a court order on file stating otherwise.

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/guardian has been denied this privilege, it is the Parents/guardians' 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. If 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

IDLING VEHICLE POLICY

The purpose of this policy is to reduce idling by all vehicles when operating at and near our school buildings. When drivers arrive at loading and unloading areas to drop off or pick up, they should turn off their automobile as soon as possible to eliminate idling time and reduce emissions. The automobile should not be restarted until it is ready to depart. Automobiles should not idle for an extended period of time unless there are extreme weather conditions, longer idling time is needed to facilitate the loading and unloading of diverse learners, and/or there are immediate safety or emergency situations.

HEALTH POLICY

Please see Appendix D: Christopher House COVID-19 Health and Safety Guidelines for additional organization wide policies and procedures for school operations during the COVID-19 pandemic

Parents/Guardians must call the school whenever a scholar is absent due to illness to inform staff of the nature of the illness. In order to ensure that health and safety of scholars enrolled in the school, the following policy has been developed to determine when a scholar must be excluded from school due to illness and when they may safely return.

Mild illness is common among scholars, and most scholars will not need to be excluded from school for mild respiratory tract illness, because transmission is likely to have occurred before symptoms develop in the scholar or is a result of contact with scholars with asymptomatic infection. The risk of illness can be reduced by following standards and hygienic practices.

Exclusion of sick scholars (and adults) from school is recommended if the exclusion could reduce the likelihood of spread of illness. Parents/Guardians should be encouraged to disclose all symptoms and illnesses that their scholar may have. The final decision regarding exclusion lies with the school nurse in collaboration with the Associate Director of Operations and the Principal and in consultation with the scholar's medical provider and the Chicago Department of Public Health (CDPH). Reporting of certain diseases and conditions, as well as any unusual outbreaks of other illness involving scholars or adults in a program is mandated by CDPH. Necessary diseases/conditions should be reported to CDPH by the Associate Director of Operations.

Scholars should be excluded for the following symptoms or illnesses:

- Illness prevents the scholar from participating comfortably in program activities.
- Illness that results in a greater need for care than the staff can provide without compromising the health and safety of other scholars.
- Unusual irritability, unusually persistent crying not explained by other causes and/or other manifestations of possible severe illness.

- Fever greater than 101° F before fever-reducing medicine is given. Scholar should be excused and possibly seek medical attention if symptoms include lethargy, weakness, confusion, irritability, or signs of dehydration. Please add 1° when taking axillary temperature. For a fever greater than 105° F, scholar must seek emergency medical attention. Fever is usually a sign that the body is fighting a bacterial or viral infection. (Please add 1° when taking axillary temperature.)
- Diarrhea or stools that contain blood or mucus or are tarry/black, unless a medical examination indicates that the diarrhea is not infectious.
- Persistent diarrhea including abnormally loose, watery, or explosive stools.
- Urine that is pink, tea-colored, or red – this may be associated with burning frequency, or inability to urinate. Other symptoms may include fever or lower back pain, abdominal pain, or side pain.
- Vomiting two or more times in the 24 hours unless the vomiting is determined to be caused by non-communicable condition and the scholar is not in danger of dehydration.
- Vomiting blood or bile (yellow or green not associated with color of food previously eaten).
- Difficulty breathing, which includes flaring of the nostrils, grunting, wheezing, retractions (rib and abdominal breathing), bluish lips and nail beds, or inability to speak/cry related to breathing difficulties.
- Excessive drowsiness, lethargy, or difficulty to arouse.
- Abdominal pain that causes a scholar to be bent over or unable to walk, Tenderness or pain on lower right side of abdomen (rule out appendicitis)
- Rash with fever, unless a medical examination indicates that the condition is not infectious. If rash is purple or blood colored, skin is peeling, red streaks extend from rash, very painful, or scholar is acting ill, medical attention should be sought out immediately. This does not include scholars who have a documented history of skin related problems (i.e., eczema).
- Purulent conjunctivitis “pink eye” or “red eye” defined as pink or red conjunctive with white or yellow discharge, often with matted eyelids after sleep and eye pain or redness of the eye lids or skin surrounding the eye. Eye may also be swollen shut. Scholar needs to be examined by a physician and approved for readmission with treatment.
- Red eye without above drainage or discharged, but it is associated with blurred vision, constant tearing and/or blinking, and eye pain.
- Tuberculosis (active) until the scholar’s physician or local CDPH authority states that the scholar is noninfectious.
- For mild impetigo (1-2 sores), scholar can attend school as long as sores are covered. For more serious cases, scholar must be taking oral antibiotics for at least 24 hours before returning to school.
- Streptococcal pharyngitis (sore throat) until 24 hours after treatment has been initiated, and until scholar has been afebrile (no fever) for 24 hours.
- Sore throat associated with one of the following: fever, rash on chest or abdomen, foul smelling breath, white patches in the back of the throat or white coated tongue.
- Lice should be addressed on a case-by-case basis. A scholar with head lice should be removed from class immediately and should not return until after the first treatment is received and no more living lice are present. A “No nit” policy is not required after the first treatment. Parents/Guardians should be properly educated on how to use special shampoo and when to repeat treatment. They should also be instructed about washing clothing, lines, and toys in the family home.
- Scabies, until after treatment has been completed.
- Scholars generally do not have to be excluded immediately for ringworm; however, lesions should be covered, and scholar’s hands should be washed well, especially if they have been scratching. Treatment should be initiated by the next school day and a physician’s note stating when the scholar may return to school is required. If a scholar has several lesions on skin or lesions on the scalp, they should be excluded that school day. Ringworm is no longer contagious 48 hours (about 2 days) after initiation of treatment.
- Varicella (chicken pox) until the sixth day after onset of rash or sooner if all lesions have dried and crusted.

- Pertussis (Whooping Cough) until 5 days of the appropriate antibiotic therapy (which is to be given for a total of 14 days (about 2 weeks)) has been completed.
- Measles, until 6 days after onset of rash.
- Hepatitis A virus infection until 1 week after onset illness or jaundice (if symptoms are mild).
- Mumps, until 9 days after onset of parotid gland swelling.

Most infections do not constitute a reason for excluding a scholar from school. Examples that do not necessitate exclusion include:

- Rash without fever and without behavior change
- Hepatitis B virus carrier (with possible exceptions)
- HIV infection (with possible exceptions)
- Positive TB skin test with a negative chest X-ray and no active disease

Readmission to School

During the case of an identified outbreak of any communicable illness in the school, a scholar determined to be contributing to the transmission of the illness at school may be excluded. The scholar may be readmitted when the risk of transmission is determined to no longer be present (a physician's note is required).

A note from a medical provider is required for re-admittance following all absences of three days or more. The school nurse, Associate Director of Operations, the School Principal, or designee has the option to require a note from a medical provider for any scholar whose health or disease communicability is in question.

THE SCHOOL NURSE, ASSOCIATE DIRECTOR OF OPERATIONS AND SCHOOL PRINCIPAL HAVE THE DISCRETION TO REQUIRE A DOCTOR'S NOTE FOR ANY SCHOLAR WHOSE HEALTH IS IN QUESTION.

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 scholar 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 scholars 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 scholar'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/Guardians are required to notify the school nurse if they suspect their scholar has head lice.
- Infested scholars' parent/guardian or guardian will be notified and asked to pick up their scholar.
- The school will provide written instructions to parent/guardian 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/guardian or guardian brings the scholar to school to be checked by the school nurse or school principal and the scholar is determined to be free of the head lice.

FOOD AND NUTRITION PROCEDURES

Please see Appendix D: Christopher House COVID-19 Health and Safety Guidelines for additional organization wide policies and procedures for school operations during the COVID-19 pandemic

Christopher House has a nutrition program designed to meet the nutritional needs and feeding requirements of each scholar, including those with special dietary needs and scholars with disabilities. Also, our program serves a variety of foods which consider cultural and ethnic preferences, and which broaden the scholar's food experience.

General Nutrition Guidelines

- Our meal program meets NSLP and ISBE guidelines
- Scholars should be given sufficient time to eat
- Christopher House will provide appropriate food substitutions for all scholars with documented allergies upon request of the parent/guardian
- Christopher House Elementary is a CANDY, GUM, and PEANUT FREE Environment.

Breakfast and Lunch Programs

Scholars at Christopher House Elementary School may bring their own lunches 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.

School Celebrations

Two “fun food” celebrations per class are permitted per year. These celebrations must occur at the same time throughout the entire school and will be planned as a staff and pre-approved by administration. In order maintain our “Healthy Schools Certification,” no exceptions to this rule will be made. Food must always be store-brought when being provided during school hours.

Classroom Snack and Beverage Guidelines

All foods and beverages provided, but not sold to scholars must meet the following guidelines:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).

Foods must also meet several nutrient requirements:

- Less than 200 calories
- Less than 230 mg of sodium
- Fat limits:
 - Total fat: ≤35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams
- Less than 35% of weight from total sugars in foods

Acceptable snacks include, but are not limited to:

FRUITS (FRESH)	VEGETABLES
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<p>Apples Applesauce Clementine Oranges Nectarines Peaches Grapes Strawberries Blueberries Raspberries Blackberries Suggested pairings: Fruit yogurt dip, low-fat caramel dip.</p>	<p>Carrot sticks Celery Cucumber Grape tomatoes Cherry tomatoes Peppers Snap peas Broccoli florets Cauliflower florets Suggested pairings: Hummus, low-fat salad dressing, Greek yogurt vegetable dip.</p>
FRUIT (DRIED)	DAIRY
<p>Sun-Maid Raisins Sunsweet Raisins Ocean Spray Cranberries Nature's Promise Cranberries Brothers Peach Crisps Brothers Pineapple Crisps Brothers Asian Pear Crisps Brothers Strawberry/Banana Crisps Sunsweet Prunes Mariani Cherries Made in Nature Apricots Made in Nature Apples Stretch Island Fruit Co. Fruit Leathers » Apricot » Cherry » Mixed Berry » Apple » Grape » Raspberry » Strawberry</p>	<p>Greek Yogurt » Chobani Non-Fat Greek Yogurt (all varieties) » Oikos Non-Fat Greet Yogurt (all varieties) » Yoplait Greek Yogurt (all varieties)</p>
CHIPS	WHOLE GRAINS (SNACK BARS)
<p>Athenos Pita Chips (Whole Wheat) Skinny Pop Popcorn (Snack Size) Doritos (Reduced Fat) Cool Ranch Baked Cheetos Baked Naturals Cracker Chips - Simply Multigrain Baked Regular Potato Crisps Baked Regular Ruffles Brand Potato Chips Baked Tostitos Original Bite Popchips » Parmesan Garlic » Sweet Potato » Sea Salt and Vinegar » BBQ » Sour Cream and Onion » Original Snack Factory Pretzel Crisps (All varieties)</p>	<p>Nutrigrain Cereal Bars » Apple » Blueberry » Strawberry Nature Valley Bar » Chewy Trail Mix Kashi Soft Baked Cereal Bar » Cherry Vanilla » Ripe Strawberry » Honey Almond Flax » Peanut Butter General Mills Fiber One Chewy Bar Kellogg's Special K Cereal Bar » Blueberry » Strawberry » Vanilla Crisp</p>

GeniSoy Soy Crisps – Deep Sea Salted Quaker Rice Cakes	
COOKIES	CRACKERS
Otis Spunkmeyer Low-Fat Wild Blueberry Muffin Otis Spunkmeyer Sweet Discovery Reduced Fat Chocolate Chip Cookie Fig Newtons Teddy Grahams » Honey » Cinnamon » Chocolate » Chocolatey Chip Pepperidge Farm Soft Baked Cookies Oatmeal Raisin Nilla Wafers (Reduced Fat)	Elf Grahams Original Graham Snacks Elf Grahams Chocolate Chip Graham Snacks Goldfish Crackers Whole Grain Cheddar Cheese Honey Maid Graham Crackers Honey Maid Cinnamon Graham Crackers Zoo Animal Crackers
DIPS	BEVERAGES
Oasis Lentil Dip Marzetti Caramel Dip » Fat Free » Old Fashioned Guacamole » Sabra Hummus » Athenos Hummus (all varieties) » Sabra Hummus (all varieties) » Marzetti Otria Hummus Veggie Dip » Tribe Hummus (all varieties) Salsa » Amy’s Salsa » Chi-Chi’s Salsa » Desert Pepper Salsa » Frontera Salsa » La Preferida Salsa » La Victoria Salsa » Nature’s Promise Salsa » Newman’s Own Salsa	Plain water (with or without carbonation). Unflavored low-fat milk. Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP. 100% fruit or vegetable juice; and 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

FOOD ALLERGY GUIDELINES

Scope

This policy covers all life-threatening food allergies as well as life threatening allergies to insect venom/stings, medications, latex. For purposes of this policy, references to food allergies also include food intolerances that may affect a scholar’s ability to participate in school or school activities.

Identifying Scholars with Food Allergies

REQUEST FOR ALLERGY INFORMATION

In order to effectively plan for and manage scholar allergy risks at school, parent/guardian are asked to promptly notify the school upon their scholar being diagnosed with a food allergy or of their suspicions of a food allergy or other life-threatening allergy. At least annually at the beginning of each school year, Principals shall request parent/guardian to report information about their scholar's known or suspected food allergies.

PARENT/GUARDIAN SUBMISSIONS

When a parent/guardian reports that their scholar has a diagnosed food allergy or other life-threatening allergy, the school shall request the parent/guardian to provide the following:

- Written authorization to obtain detailed medical information on the scholar's condition from the physician.
- Written consent to share diagnosis and other information with school personnel.
- Written consent to administer or self-administer medications during the school day.
- An Emergency Action Plan and Treatment Authorization ("Emergency Action Plan") completed and signed by their scholar's licensed health care provider and signed by the parent/guardian.
- Any medications necessary to prevent or treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration.
- A description of the scholar's past allergic reactions, including triggers and warning signs.
- Current emergency contact information and prompt notice of any updates.
- A description of the scholar's emotional response to the condition and the need for intervention; and
- Recommendations on age-appropriate ways to include the scholar in planning or care and implementing their 504 Plan.

SUSPECTED ALLERGIES

In the event the school Nurse or other principal-designated school personnel suspect that a scholar has a food allergy or other life-threatening allergy, the school shall provide the parent/guardian with written notification and request for the scholar to be evaluated by a physician.

NON-COOPERATION

If the parent/guardian of a scholar with a known or suspected food allergy or other life-threatening allergy fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate 504 Plan or any documentation required to offer a 504 Plan, the school shall implement a simple Emergency Action Plan (EAP) stating to call 911 immediately upon recognition of symptoms along with sending written notification to the parent/guardian of the scholar's EAP.

DISTRICT-ISSUED EPINEPHRINE (DI EPIPEN)

CPS-issued (DI) EpiPens are available in case of severe allergic reaction among any afflicted scholar or staff member -- even if the sufferer's own stock medication has not been made available or was not previously prescribed. DI EpiPens are not intended to replace previously prescribed medications. EpiPens can be located within the school at the following locations:

- CHES Main Office (nurse's area medication drawer)
- Lunchroom/Cafeteria (inside the middle school warming kitchen)

504 Plan / IEP

PLAN ESTABLISHMENT

Every scholar with a documented allergy that may affect the scholar's ability to participate in school or school activities must be offered a 504 Plan to address the prevention and management of allergic reactions while in school and at school events. In the event the scholar has an Individualized Education Program (IEP), the IEP shall address the prevention and management of allergic reactions while in school and at school events. The 504 Plan, or IEP (collectively referred to herein as the "plan"), shall include an Individual Health Care Plan that will identify what the school will do to accommodate the individual needs of the scholar with the food allergy or other life-threatening allergy. The plan should include, but not be limited to, allergen exposure risk reduction, emergency response during the school day, while traveling to and from school, during school funded events and while on field trips.

An identification of which school personnel are trained in administering the epinephrine auto-injector or other emergency medication, where the emergency medication is stored who is monitoring medications for expiration shall be attached to the 504 Plan or IEP.

PLAN UPDATES

504 Plans and IEPs are updated annually in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act of 2004. Notwithstanding the annual update requirement, in the event the parent/guardian furnishes information on a newly diagnosed allergen or new medical response instructions for known allergens, the 504 Plan or IEP will be promptly updated to address the new information in accordance with the CPS Food Allergy Guidelines.

PLAN DISSEMINATION

Those portions of the scholar's plan relevant to allergy management, including the Individual Health Care Plan, Emergency Action Plan, and emergency medication identification, shall be disseminated to all school staff who supervise the scholar during the school day and at school sponsored activities (e.g., extra-curricular activities, field trips, sports, after school programs) or are responsible for the provision of food to the scholar. Plan distribution includes, but is not limited to, the scholar's teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, scholar aides and the parent/guardian(s)/guardian(s) of the scholar with a food allergy.

The plan will be distributed at the beginning of each school year for continuing scholars or upon enrollment for new scholars.

Emergency Response

In the event emergency response measures outlined in a scholar's plan is undertaken but not effective, 911 will be called. If epinephrine is injected in response to an allergic reaction, 911 will be called.

BIRTHDAYS

Birthdays are important in the lives of scholars, and we always plan to acknowledge scholar's birthdays in the classroom. Students love to celebrate birthdays at school, as it is a memorable time to share with teachers and friends. Parents/Guardians are encouraged to focus on fun rather than food for birthday celebrations. Sugar sweetened beverages, cakes, cookies, ice cream, and similar treats may not be served as part of class birthday

parties. Parent/guardian and teachers should use non-food treats like stickers and pencils or allow scholars special birthday privileges instead of serving foods and beverages high in sugar, sodium, and fat.

Party invitations or gifts for classmates should not 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/guardian of the scholar directly.

GUIDANCE AND DISCIPLINE POLICY

Christopher House firmly believes that adults should handle the behaviors of scholar's based on their assessment of each situation, or whether or not a scholar's behavior is appropriate in relation to their developmental level, as well as of a scholar's individual personality and needs. Methods of preventing and coping with inappropriate behavior in the classroom includes natural consequences, recognizing positive behavior, redirecting a scholar to involvement in another activity, offering choices, losing privileges, talking with the scholar about his/her behavior and planned ignoring of undesirable behavior.

When experiencing a disciplinary problem, a staff member should first determine if the problem represents a dangerous situation (a fight, etc.) or non-dangerous situation (insubordination, rule breaking, etc.) If a dangerous situation exists, the staff member should take the appropriate actions to alleviate the danger. Once the immediate danger has been removed, the staff member can follow disciplinary guidelines including, but not limited to, behavior think sheets and tier 1-6 behavior management systems as outlined in the Scholar Code of Conduct.

CHES SCHOLAR CODE OF CONDUCT (SCC)

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 scholar to attempt all tasks to the best of their 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 Scholar 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
- Equity

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 critical thinking skills.
- Utilizes natural, logical, and appropriate consequences.

Christopher House Elementary School expects all scholars to conduct themselves in a socially responsible manner. 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. It is our intention that Christopher House Elementary School be a safe and healthy place that fosters learning for all our scholars and a bond between our Parents/guardians/guardians, scholars, and school community.

The Christopher House Scholar 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 scholars to notice and internalize expected behaviors through a unique modeling technique.

Positive Teacher Language

Using words and tone to promote scholar's active learning and self-discipline.

Logical Consequences

Responding to misbehavior in a way that respects scholars, 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 scholar/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 scholars.

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 foundation for positive behavior that:

- Is taught to scholar 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

Scholar Code of Conduct Categories

The Scholar 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/guardians/guardians.
- Willingness to make restitution.
- Seriousness of offense.
- Willingness to enroll in a scholarly assistance program.
- Loss of privileges and community service (with parent/guardian consent) may also be considered. Age-appropriate community service may include, but is not limited to, the following:
 - Repairing or cleaning property damaged because 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

REDIRECT TO CORRECT BEHAVIOR: All adults should redirect scholars to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

INTERVENE: to minimize disruption, resolve conflict, and as necessary to keep scholars and staff safe. If a scholar has been injured, make every reasonable effort to immediately notify their Parents/guardians/guardians.

GATHER INFORMATION: by talking to all scholars, teachers, school staff, or other witnesses to the incident. When scholar 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.

ANALYZE: whether the scholar’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 interventions and consequences.

DISCUSS: with the scholar and provide the opportunity to explain their actions.

- Inform the scholar of the inappropriate behavior they may have exhibited, the applicable SCC behavior category, and the range of interventions and consequences.
- Allow the scholar to respond and explain their actions.
- Make reasonable efforts to contact the parent/guardian and discuss the incident with them before assigning interventions and consequences.
- No scholar shall be sent home before the end of the school day unless the school has established contact with their 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/guardian for next steps for mental health interventions.

DECIDE AND ASSIGN INTERVENTIONS OR CONSEQUENCES ACCORDING TO THE SCC:

- Determine whether it is more likely than not that the scholar engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- The principal or designee has the final authority to assign interventions and consequences based on their independent assessment of the best interest of the school community, including available school resources, the needs of any scholar or staff harmed, and the rights of the scholar engaged in inappropriate behavior, in alignment with the SCC.
- Follow the special procedures contained in the Procedural Safeguards section for scholars with disabilities and scholars with Section 504 Plans.
- Avoid consequences that will remove the scholars from class or school, if possible. Use out-of-school suspensions only when in-school interventions and consequences are insufficient to address the scholar’s inappropriate behavior.
- If a scholar is suspended, the principal or their designee may choose to give the scholar 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.
- School staff members must not use public disciplinary techniques and must respond to inappropriate scholar behavior as confidentially as possible.
- No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.

COMPLETE REPORT for all inappropriate behaviors under the SCC on CHES forms. Hand-deliver to the parent/guardian or mail a copy of the misconduct report to the scholar’s home address.

INFORM PARENT/GUARDIAN OF THEIR RIGHT TO APPEAL if they believe that the consequence is unwarranted or excessive. The parent/guardian have the right to ask the principal to review the consequence assigned and to reconsider the decision and Appeal to the CEO and Board of Directors:

- whether any factual errors were made in the principal’s investigation,
- whether the documentation of the scholar’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 scholar’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 scholar’s suspension or request for an expulsion hearing is not halted by the Parents/guardians’ appeal.

If a scholar has been expelled, the parent/guardian 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 scholar's expulsion is not delayed by the Parents/guardians' appeal.

RESTORE THE SCHOLAR'S PARTICIPATION IN THE SCHOOL COMMUNITY. If the scholar received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the scholar's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the scholar's ongoing social, emotional, and academic needs, with input from the scholar and parent/guardian.

Behavior Interventions and Consequences

Below is a table with an outline of each behavior categorized 1 -6. 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 1.5 Pushing (intention not to harm)	<ul style="list-style-type: none"> • Documented Teacher, Scholar, Parent/guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response
CATEGORY 2 BEHAVIORS	INTERVENTIONS AND/OR CONSEQUENCES
2.1 Posting or distributing unauthorized written materials on school grounds 2.2 Leaving 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 Scholar Code of Conduct 2.6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures	<ul style="list-style-type: none"> • Documented Teacher, Scholar, 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>2.7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or 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 scholars' participation in school activities</p>	
<p>CATEGORY 3 BEHAVIORS</p>	<p>INTERVENTIONS AND/OR CONSEQUENCES</p>
<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 scholar or other source</p> <p>3.8 Overt display of gang affiliation</p> <p>3.9 Bullying behaviors – conduct directed towards a scholar that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with scholar'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 devices to harass, incite violence or interrupt other scholars' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings</p> <p>3.11 Use of the Christopher House network for a seriously disruptive purpose not otherwise listed in this Code of Conduct</p>	<ul style="list-style-type: none"> • Documented Teacher, Scholar, 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>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 - 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 scholar's continuing presence in school would pose a threat to safety or a disruption to other scholars' learning opportunities.</p>
<p>CATEGORY 4 BEHAVIORS</p>	<p>INTERVENTIONS AND/OR CONSEQUENCES</p>

<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 those 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 Scholar Code of Conduct that very seriously disrupts the educational process</p> <p>4.10 Trespassing on Christopher House property – entering school property when 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 Scholar 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</p>	<ul style="list-style-type: none"> • Documented Teacher, Scholar, 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 afterschool • 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 scholar’s continuing presence in school would pose a threat to safety or a disruption to other scholars’ learning opportunities
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<p>personnel out of the way to physically fight with another scholar, with no intent to harm school personnel</p>	
<p>CATEGORY 5 BEHAVIORS</p>	<p>INTERVENTIONS AND/OR CONSEQUENCES</p>
<p>5.1 Aggravated assault – assault with a deadly weapon or done by a person who conceals their 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 scholar from exercising their right to education or using force against scholars, 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>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 scholar’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</p>	<ul style="list-style-type: none"> • Documented Teacher, Scholar, 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 • 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 scholar 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 scholar needs. Out-of-school suspensions of three days or less may be used only if the scholar’s continuing presence in school would pose a threat</p>

<p>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 scholar 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 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 scholars 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>	
<p>CATEGORY 6</p>	<p>INTERVENTIONS AND/OR CONSEQUENCES</p>
<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>	<ul style="list-style-type: none"> • Documented Teacher, Scholar, 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 • 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>6.5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force</p>	<p>A scholar 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 scholar needs. Out-of-school suspensions of three days or less may be used only if the scholar’s continuing presence in school would pose a threat</p>
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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. All money should be turned in to the office manager by the parent/guardian.

Approach to Christopher House Guidance & Discipline Policy

Christopher House firmly believes that adults should handle the behavior of scholars based on their assessment of each situation of whether the scholar’s behavior is appropriate in relation to the scholar’s developmental level, as well as of a scholar’s individual personality and needs. “Discipline,” therefore, is handled based on each unique scholar and each unique situation.

Methods for preventing and coping with inappropriate or undesirable behavior in the classroom include:

- Recognizing positive behavior
- Redirecting a scholar to involvement in another area
- Offering choices
- Planned ignoring of negative behavior
- Offering help
- Limiting space and materials
- Losing privileges

Christopher House has a zero-tolerance policy for any verbal or physical abuse of any kind by Staff, Parents/guardians, Volunteers, or any other adult working with scholars in our care.

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 scholars who are suspended will take place when the scholar returns from the suspension. A re-entry session will be scheduled for the day that the scholar returns to school. All participants will be

notified of the reintegration session date and time. Participants may include the scholar, parent/guardian, probation officer, case manager, counselor, the scholar friend or mentor, and others as appropriate. Special attention should be given to the family of the scholar. The reintegration session process should be explained to the scholar and their 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 scholar and family to receive needed supports to enable scholar to be successful in school. During a reintegration session, a plan is created which clarifies each participants role and responsibilities in supporting scholar, and the scholar 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 scholar 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 scholars 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 their 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:

- Skill-building in-school suspension is listed as an available consequence for the behavior category
- The scholar was informed of their reported misbehavior, provided an opportunity to respond and reasonable efforts were made to contact the parent/guardian, and
- A copy of the incident was provided to the scholar's parent/guardian.

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:

- Out-of-school suspension is listed as an available consequence for the behavior category, and
- 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
- 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
- The scholar was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parent/guardian, and

- A copy of the incident report was provided to the scholar's parent/guardian.
- 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/Guardians with full statement of specific misconduct, rationale for duration of suspension, and notice to Parents/Guardians 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); parent/guardian 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/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 their version of events to the Chief Executive Officer of Christopher House.

For suspensions of 4 or more days, it will be noted in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.

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 parent/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 parent/guardian, 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 parent/guardian must be obtained prior to the meeting.

Scholars and their parent/guardian have the right to appeal any decision regarding consequences. An appeal can be placed by emailing the CEO or by calling 773.922.7500. Scholars displaying behaviors that appear in the Code of Conduct at a Category 2 or above on an ongoing basis will be placed in behavioral MTSS process, with cycles of data analyzed every six weeks and next steps for continued tiering and interventions reviewed at least every six weeks. Parents/Guardians will be informed of the process and kept updated of their scholar's progress.

Expulsion Hearing and Emergency Assignment Guidelines

REQUEST FOR EXPULSION HEARING

Expulsion is the removal of a scholar from school for 11 or more consecutive days, up to a maximum of two calendar years. If a scholar's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an expulsion hearing for the scholar.

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 scholar's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for Scholar Adjudication review for a scholar in 6th through 8th grade or for any scholar violating section 6.1; a school principal may request an expulsion hearing for a scholar committing any other Group 6 behavior.

The CEO's designee will review the expulsion hearing request and determine whether to refer the scholar to the Board of Directors for an expulsion hearing, assign the scholar to an intervention program, or refer the scholar 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 officer duties include stating reason for expulsion and date it would be effective, providing a summary of evidence, stating the expulsion details specific to why removing the scholar is in the best interest of the school, and stating the 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 scholar 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 their expulsion from Christopher House, there are two options. First, the parent/guardian 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/guardian 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/guardian 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/guardian/scholar in writing of its decision.

Expulsion Hearing Procedures

The school will present more than hearsay evidence to prove allegations. Parents/Guardians and scholars 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 Scholars with Disabilities /Impairments

School officials may suspend scholars 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/Guardians or guardians are notified immediately of their scholar'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 scholars 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 scholars 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 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:
 - A. Determine whether the misconduct is related to the scholar's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP. The behavior is a manifestation of the scholar's disability if:
 - The conduct in question was caused by the scholar's disability or has a direct and substantial relationship to the scholar's disability; and/or
 - The conduct in question was the direct result of the school's failure to implement the scholar's IEP.
 - B. Review, and revise, if necessary, the scholar'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 scholar is being disciplined.

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

If the scholar's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Scholars 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 their disability as determined through a manifestation hearing. Any special education scholar whose gross disobedience or misconduct is not a manifestation of their disability may be expelled pursuant to the expulsion procedures.

SCHOLAR UNIFORM

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.). Scholars must arrive to school in uniform and remain in their uniforms throughout the school day. A scholar who fails to meet the dress code guidelines may call home to retrieve the appropriate uniform. The required uniform for scholars in grades Kindergarten through eighth grade 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. • 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.
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. • Note: No cargo pants or cell phone pockets; no skinny or tight pants.
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 prohibited. • Sweaters should be clearly labeled with the scholar'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 shoestrings (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. Scholars 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. • Scholars 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. • Note: Socks or stockings must be worn every day irrespective of weather or fashion trends.

Physical Education (PE) uniforms are required to be worn on the scholar'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)
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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. • Scholars 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 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 earrings 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.

CELL PHONE AND ELECTRONIC DEVICE POLICY

Cell phones that are brought to school must remain fully switched off (not silenced, set on vibrate, etc.) during school hours, kept in a book bag, and 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/guardian 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. 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 their parent/guardian or if the parent/guardian needs to contact the scholar, the office phone is available.

SCHOLAR 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)
- Christopher House issued computers

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 Student'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 parent/guardian must sign a Technology and Internet Policy before scholars are permitted to use any school technology equipment. The privilege of using the Christopher House network is that it is 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 their password to another person.
- Understands that none of their 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.

Remote Learning Technology Distribution Policy

In the event of remote instruction, every scholar will be able to take their assigned Chromebook and charger home with them. The Parent/guardian of each scholar will sign a Technology Agreement. Upon return to in-person instruction, teachers will be responsible for ensuring that all devices and chargers are returned to the classroom and reaching out to the Parent/guardian of any scholar who does not return their device.

Device Troubleshooting During Remote Instruction

If the scholar has an issue with the device the Parent/guardian must follow this protocol:

- Contact their assigned family advocate to schedule a time for them to call the Impact Helpdesk with the parent/guardian on a 3-way call.
- Make sure to have the computer tag number available
- Make sure the parent/guardian can describe the issue
- The Impact Helpdesk will either help solve the problem or direct the parent/guardian to ask for a replacement.
- If the parent/guardian needs a replacement, the family advocate will contact the Associate Director of School Operations to arrange an exchange. (Please Note: no computers will be exchanged without an appointment previously set up)

Replacement Policy

Each returned computer will be evaluated by Impact and a report will be provided to the school. If the computer is determined to have physical damage beyond normal wear and tear, families will be given 1 replacement free of charge. If additional replacements are needed, families will be required to pay a refundable deposit of \$50 to obtain the replacement. Examples of damage beyond normal wear and tear:

- Cracked or broken screen
- Keys missing from computer
- Charger with broken wire
- Evidence of a computer being dropped

MEDICATION ADMINISTRATION POLICY

Medication may be administered to a scholar at school when the following criteria are met:

Reasons for administration of medication include:

- When the medication schedule cannot be adjusted to exclude hours when the scholar is in the center.
- When a scholar has a chronic medical problem (e.g., asthma) that may require urgent administration of medication.
- When refusal to administer medication in the center would pose a significant hardship or require absence of a scholar in the recovery phase of an illness that is otherwise well enough to attend the center (e.g., ear infection after one or two days of treatment).
- When those in the home environment cannot administer the medication because of time restraints, lack of skill, or stress.

Medications which can be safely given include:

- Medication prescribed by a licensed health professional, such as those available over the counter, for which written instructions are given to the program by a licensed health provider.
- Medications which staff who are responsible have been trained to administer, including oral, topical, nasal, and eye medications.
- Medications which bear their original prescription label or a manufacturer's label, and which are provided in safety-lock containers, transported safely with regard to temperature, light, and other physical storage requirements.
- Medications for which all the criteria on the program's consent form have been met.

Procedures which will be used when administering medications include:

- Designation of time(s) at which medication can be given.
- Completion of the parent/guardian consent form. (See Appendix)
- Storage of the medication in the designated locations.
- **Administration using the prescribed measuring device and technique.**
- Recording of each dose given by date, time, and amount on the medication administration log maintained by staff and available to Parents/guardians. (See Appendix)
- Physicians letter on file that includes a statement regarding the side effects of the prescribed medication.

The person(s) responsible for administering medication will be the person who:

- Has the designated time for medication administration.
- Has been trained to administer the type of medication by the route as required.
- Will assure safe storage and disposal of medication.
- Has access to locations where medication is stored and medication administration records are kept.
- **It is designated on the program's consent form.**
- Knows the scholar(ren) to whom the medication is to be given.
- Knows about the potential reactions to the medications to be administered and how to respond to such reactions.
- Knows when and how to contact Parents/guardians, pharmacists, or health providers to clarify the need and instructions for administration of medication.

Medications will be stored:

- Under lock and key, out of reach of scholars.
- In a refrigerator separate from food by being enclosed in a covered container if refrigeration is required.
- In a cool, dry, dark, locked enclosure that is inaccessible to scholars.
- In an area separated from center activities, but accessible to the person who administers the medication at the site.
- Example: All medications that require refrigeration will be kept in a sealed plastic container in the refrigerator. Any medications which should not be refrigerated will be kept locked in the Medication box.

Medication will be administered:

- In a location where the scholar will have relative privacy, if this is not possible, the other scholars will be reminded that medications are only taken when the care giving adult administers them.
- Where hand-washing facilities are available.

NOTE: The Associate Director of Operations must be notified when scholars are administered medication at school and will make a site visit to ensure that procedures have been adhered to and that the person(s) responsible for administration of the medication had/have been sufficiently oriented to the medication.

The parent/guardian is also responsible for picking up their scholar's medication if it is discontinued. If the medication is not picked up in a timely manner, the medication will be disposed of. All medications that have not been picked up at the end of the school year will be disposed of.

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

MEDICAL EMERGENCIES, ACCIDENTS, AND INCIDENTS

In the event of a medical emergency, we will immediately contact the parent/guardian. If unavailable, the persons listed on the emergency release form will be contacted. If a scholar requires immediate emergency medical care, paramedics will be called to provide transportation to the nearest hospital. In case of an injury, Parents/Guardians will be given an insurance form, which must be completed by the parent/guardian and the physician and returned to the principal.

The safety and well-being of each scholar is a Christopher House priority, but scholars sometimes do have falls, scrapes, etc. An Accident Report will be filled out for all injuries needing first aid. Parents/Guardians will receive the original version of this report and a copy will be kept in the scholar's medical file.

Accident Procedure

- Serious and minor accidents are documented on a Christopher House accident report as they occur.
- Accident reports must be completed by the staff member who was supervising at the time of the accident and submitted to administration by the end of the school day.
- An available staff member should call or radio for the nurse to come evaluate the scholar where the accident occurred.
- Any possible head injury must involve nurse consultation and a call home to the parent/guardian as a precaution.
- Parents/Guardians should receive a call for injuries requiring nurse consultation. In most cases, the nurse or office staff will make these phone calls. If they are not able, they will communicate with the principal about the matter.
- In every case parent/guardian is given the original copy of the accident report and a copy is placed in the scholar's medical file.

Christopher House maintains current liability insurance which is available as a secondary insurance in the event of an on-site injury or accident. Please contact the principal if you need additional information about our liability insurance.

SCHOLAR SECURITY AND SAFETY

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.

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 principal in the case of an educational opportunity for scholars.

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:

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

Sex Offender Notification Law

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

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

In all other cases, convicted scholar 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 scholar sex offender is present on school property for any reason -- including the three reasons listed above --

they are 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 scholar sex offender to remain under the direct supervision of a school official at all times they are in the presence or vicinity of scholars. A violation of this law is a Class 4 felony.

FIELD TRIP RULES

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 scholar 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, they 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, they 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/Guardians 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 their 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.

SMOKING, ALCOHOL, OR DRUG POLICY

Christopher House is committed to maintaining a safe, productive, smoke-free environment for scholars and for our staff. It is this reason that the distribution, dispensation, possession or use of alcohol, drugs or other controlled substances on Christopher House premises is prohibited. In addition, all Christopher House programs are completely smoke-free. No employee, volunteer, parent, or guest shall be allowed to smoke on Christopher House premises at any time. The age, defenselessness, and lack of discretion of the scholars under our care make this prohibition an absolute requirement.

BULLYING, INTIMIDATION AND HARRASSMENT POLICY

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/Guardians 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.

ANTI-BULLYING POLICY

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 as 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 their parent/guardian(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:

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.

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.

The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted scholar(s). The behavior has or can be reasonably predicted to have one or more of the following effects:

- Placing the scholar in reasonable fear of harm to the scholar’s person or property
- Causing a substantially detrimental effect on the scholar’s physical or mental health
- Substantially interfering with the scholar’s academic performance; or
- 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:

- Adapted to the needs of the school and community
- Contribute to maintaining school safety
- Protect the integrity of a positive and productive learning climate
- Teach scholars the personal and interpersonal skills they will need to be successful in school and society
- Serve to build and restore relationships among scholars, families, school, and communities, and
- 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/Guardians 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

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. 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: 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. 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 abuse including calling the Illinois Department of Student 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.

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 their grievance or issue to the staff member with whom they have 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, they 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, they 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 parent/guardian immediately after contacting CPD.

Criminal Acts

When a scholar 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 scholar from the school in a non-emergency situation. In a non-emergency situation, administrators must make reasonable efforts to contact parent/guardian prior to contacting CPD.

School officials must assess the situation before determining whether to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the scholar 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 scholar 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 scholar's conduct,
- Whether the scholar 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 to investigate, arrest, and/or take any other steps in response.

- School principals and staff do not have the authority to decide whether a scholar will be arrested. Moreover, responding police officers do not have the authority to decide whether a scholar 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 scholar's behavior

SUSPECTED CHILD ABUSE AND NEGLECT POLICY

All staff personnel are mandated reporters of suspected scholar abuse and/or neglect under the State of Illinois Abused and Neglected Scholar Report Act. As mandated under the law, we are required to report to the state any and all cases of suspected abuse and/or neglect to a scholar.

The mandated reporter status means that we are required to report or cause a report to be made to the scholar abuse Hotline number (1-800-25A-BUSE) whenever we have reasonable cause to believe that a scholar known to us in a professional or official capacity may be abused or neglected. All staff understand that there is no charge when calling the Hotline number and that the Hotline operates 24-hours per day, 7 days per week, 365 days per year.

GRIEVANCE POLICY

Christopher House strives to provide the best quality education and support for parents and family. If parents have an issue or concern regarding any aspect of the school, we encourage parents to speak to school staff about it. We encourage parents to attend Parent Advisory Council (PAC) meetings to take part in the process of decision-making regarding the school, and to work with other parents to ensure that we are meeting the needs of all our families.

Your scholar's teacher is your first line of communication regarding concerns or issues related to the classroom, curriculum, or development of your scholar. If the issue is not related to the classroom or is of such a nature that discussing it with the teacher would not be appropriate, the Principal and Assistant Principal (773-922-7500) are available to address all parent concerns.

Issues of a confidential nature can be addressed to the Associate Director of Parent Involvement, Site Director, or Family Support Service staff. In cases where this would be inappropriate, you may contact the Associate Director of Early Childhood or the Director of Early Childhood and Youth Development.

Parents are encouraged to become advocates for their scholars and families. Through open communication between parents and staff, we hope to ensure that all your concerns, questions, comments, and needs are addressed.

Process for Addressing Parent and Community Member Concerns

Conflict Resolution

Christopher House Elementary School is committed to working with families to address their concerns in a timely and transparent way. The Christopher House Elementary School principal is responsible for making decisions that are in the best interest of the school. Occasionally, a scholar or parent 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 or parent 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 or parent 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 or parent with the explained decision.

Step Three: If the response given by the Principal seems unreasonable to the scholar or parent, 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 or parent, he or she should then submit a written request for a hearing before the Christopher House 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.

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.

Investigations are completed by the Principal or their designee. An investigation will be completed within 5 school days of receipt of a report and documented within the system, and will be given to parents within 10 school days. The investigation will include interviewing all parties involved and any adults who witnessed the incident or may have reliable information. Individual interviews will take place in a private setting with all involved parties. The goal of the interview is to determine how often the behavior has occurred, any past incident or continuing pattern of behavior, and the impact of the behaviors on the targeted student's education. The Principal or designee will make a determination whether the allegations of bullying are substantiated or not and document the determination based on the bullying criteria. They will then notify all parties involved of the outcome of the investigation.

Abuse and Neglect: According to the Chicago Public Schools Board Report:18-0627-P03. Document has been paraphrased)

I. DEFINITIONS

- A. An "abused child" means a child whose parent, immediate family member, parent's paramour, any individual residing in the same home as the child, any employee, volunteer, vendor or contractor at the child's school, or any other person responsible for the child's welfare:

1. Inflicts, causes to be inflicted, allows to be inflicted, or creates a substantial risk of, physical injury by other than accidental means, which causes or would be likely to cause death, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function; 2. Commits or allows to be committed a sex offense against the child; 3. Commits or allows to be committed an act of torture upon the child; 4. Inflicts excessive corporal punishment; 5. Commits or allows to be committed the offense of involuntary servitude, involuntary sexual servitude or human trafficking upon a child; or 6. Allows, encourages or requires a child to commit an act of prostitution.
- B. A “neglected child” means any child who is not receiving the proper support, medical or remedial care necessary for the child’s well-being, including adequate food, clothing, or shelter, or a child who is abandoned without a proper plan of care by parents or other persons responsible for the child’s welfare.
- C. “Mandated reporters” include all school personnel (including administrators and both certificated and non-certificated school employees), educational advocates assigned to a child pursuant to the School Code, social workers, registered nurses, licensed practical nurses, recreational program personnel, registered psychologists, psychiatrists, physicians, and others, who have reasonable cause to believe that a child known to them in their professional or official capacity may be an abused or neglected child.
- D. “Grooming” is behavior an adult uses to build an emotional connection with children to gain their trust and break down their inhibitions for the purpose of sexual abuse. An adult may be “grooming” a child or engaging in inappropriately intimate behavior with a child when the adult creates isolated, one-on-one interactions with a child (e.g., transporting a child without the written authorization of the principal and the parent, texting or direct messaging); gives gifts to a particular child (e.g., money, clothing); crosses physical boundaries (e.g., touching, giving prolonged frontal hugs, or making the child sit on the adult’s lap).

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. Each staff member completes the Department of Children and Family Services (DCFS) online training module. Christopher House staff will use their training to determine when students are being abused or neglected. Staff will not have students remove clothing to check for abuse. If sexual abuse is suspected, the Principal can gather information from the student by asking questions. They then can use this information to request a formal investigation by Chicago Public Schools investigators. Reporting and documenting reasonable suspicions of child abuse or neglect is initiated by the staff member calling DCFS Hotline at 1-800-252-2873 (1-800-25-ABUSE). After calling the hotline, the staff member will notify their principal/supervisor and complete the written confirmation for no later than 48 hours from when the call was placed. Confidentiality will be preserved by the staff member who placed the call and will only notify applicable staff members such as the school nurse, school social worker, CPS district staff and police. If needed, the mandated reporter is

responsible for cooperating with DCFS during any investigations. When the Principal or designee determines that a child is identified as abused or neglected, they can seek medical assistance for the child through the Chicago Police Department by calling 9-1-1. If the Principal or designee feels it is unsafe for the child to go home, they can not allow the child to go home until the DCFS interview has happened. The Principal will assign a mental health professional to support the student and notify teachers of the Hotline call and maintain a copy of the written confirmation and any police report in the student's file.

Reporting and Documenting Grooming and Inappropriately Intimate Behaviors

If an employee witnesses any type of interaction or is told information that a staff member is grooming a child needs to follow the steps in paragraph C on mandated reporting to DCFS. If the employee does not have a reasonable suspicion that grooming, sex abuse or sexual exploitation has occurred or is occurring or has questions based on their observations they need to reach out to their principal as soon as possible. Once the Principal receives the report, they need to determine if there is reasonable suspicion of grooming, sex abuse or sexual exploitation has occurred or is occurring report to DCFS must be made. If there is no reasonable suspicion of hat grooming, sex abuse or sexual exploitation must create an incident report with information shared, why they believe there no hat grooming, sex abuse or sexual exploitation has occurred and any other relevant information.

Unfounded Hotline Reports

Mandated reporters receive information on findings made and actions taken when a hotline call is made. Within 10 days of receipt of the "unfounded" notice, if a mandated reporter feels the determination was inaccurate can request a review by the Multi-Disciplinary Review Committee within DCFS. If the mandated reporter feels the child is continuing to be abused or neglected the mandated reporter shall contact the Principal as soon as possible but no later than 48 hours after receiving the Hotline report is unfounded to request a review of the DCFS investigation. If the case involves grooming, sex abuse or sexual exploitation, the principal will forward the matter to the Office of the Inspector General.

Cooperating with Division of Child Protection (DCP) Investigation

If a DCP investigator comes to interview a child who is suspected of abuse or neglect or a student who witnessed abuse or neglect, the principal or designee should follow the school procedure for interviewing Students. If a DCP investigator comes to interview an accused teacher the investigator to interview them if possible when not conducting a class to minimize distractions. If a student needs to go into Protective Custody through DCP or the police, the principal or designee must ask the investigator/police for their contact name and telephone number. Notify parents or guardians that protective custody has been taken and provide them information. They must also document an incident report and put it into the students file.

Requests for School Records, Subpoenas and Court Orders in Relation to Reports of Abuse or Neglect

A DCP investigator may review a document from the student's school records in only two circumstances. In an emergency situation, when the principal determines a certain school record is useful and needed to protect the health or safety of the student. Within three working days of the emergency record release, parents will be

notified in writing who gave the record release, that a record was released and date of release. Any staff member who receives a subpoena to testify and their supervisor has to allow them to attend.

Upon Notification of Result of DCFS Case

If the principal receives written notice that a Hotline report and a student was “indicated” by DCFS, the principal will have the school clerk place the notice in the student’s temporary school record. If the school receives notice that a Hotline report was “unfounded” by DCFS, the principal shall direct the clerk to remove information regarding the report from their school record and return documentation to DCFS.

Internal Reporting and Investigating of Employees, Volunteers and Contractors suspected of Child Abuse or Neglect

The Office of the Inspector General (OIG) can investigate allegations of child abuse or neglect by employees, vendors or contractors, or volunteers. Those involved are required to cooperate with the authorized investigators to find time for interviews and provide requested documentation. Those that fail to comply are subject to appropriate discipline, as outlined below.

School Administration will determine whether to remove accused employees from student contact while an investigation is pending. When an adult is accused of sexually abusing a student, the adult will be removed from contact with students pending the results of the investigation.

Penalties

Each staff member has an obligation to report all instances of suspected child abuse or neglect immediately to the appropriate state department, and to his or her supervisor, or to cause such a report to be made. Reports and investigation of suspected child abuse shall be kept strictly confidential. Failure to comply with this confidentiality policy shall be grounds for immediate termination. Inappropriate interaction with a child constitutes grounds for immediate termination.

The State Superintendent of Education may suspend or revoke the license of any educator who knowingly fails to report suspected child abuse or neglect.

See Something Say Something: Protocol for Reporting Allegations of Sexual Misconduct

If the Allegation Involves an Adult

1. If it’s an emergency call 9-1-1
2. Call the Illinois Department of Children & Family Services (DCFS) a. 1-800-25-ABUSE (252-2973)
3. Call the Office of Inspector General (OIG) a. 1-833-TELL CPS (835-5277)

If the Allegation Involves Only Students-Principal

1. If It’s an emergency call 9-1-1
2. Call DCFS if you suspect abuse or neglect
 1. 1-800-25-ABUSE (252-2873)
3. Submit a Report
 1. You or a designee must create a report
4. Call Office of Student Protections & Title IX

If the Allegation Involves Only Students-Staff

5. If It's an emergency call 9-1-1
6. Call DCFS if you suspect abuse or neglect
 1. 1-800-25-ABUSE (252-2873)
7. Notify the School Principal by phone, in person or email
8. Call Office of Student Protections & Title IX

DISCIPLINE ISSUES

Teacher → Assistant Principal or Principal → Chief Executive Officer → Board of Directors

ACADEMIC ISSUES

Teacher → Assistant Principal or Principal → Chief Executive Officer → Board of Directors

SPECIAL EDUCATION SERVICES

Diverse Learners Manager → Principal → Chief Executive Officer → Board of Directors

SCHOOL AGE/YOUTH LEADERSHIP PROGRAMMING

School Age Worker → School Age Manager → Site Director → Director of Early Childhood and Youth Development → Chief Executive Officer → Board of Directors

We are sincerely interested in helping you to resolve any problems or complaints you may have as quickly as possible. We ask only that you follow the procedure that has been outlined above so that all complaints may be processed in an orderly and thorough fashion.

CONFIDENTIALITY POLICY

All scholars' records are organized in a filing system that maintains confidentiality. Scholars' files are the property of Christopher House. Parents/Guardians are welcome to review the contents of their scholar's file with proper notice. When information from the file is needed for a service provider of scholar or by other entities or professionals, such as schools, therapist, local, and state, and federal authority, Parents/Guardians must sign a Consent of Release of Confidential Information form. A copy of the information from the file will be made available for the person who requires the information. Department of Children and Family Services, Chicago Public Schools and authorized Program Personnel have access to scholars' information for monitoring purposes and do not require a release of information consent from the parent/guardian.

Christopher House abides by the regulations implementing the Illinois Student School Records Act (105 ILCS 10/1) which governs the contents of school scholar records, and prescribes appropriate procedures and forms for all administrative proceedings, notices and consents that are required or permitted by statute. All information relating to the maintenance, access, and dissemination of or challenge to school scholar records is available to the public. Christopher House will collect, retain, and use information about individual scholars related to their educational pursuits. Christopher House recognizes the rights of privacy of the scholars and therefore, will maintain careful custodianship and will limit access to scholar records. Scholar records shall be available only to scholars, their parents/guardians, and designated school officials and personnel who have a legitimate educational interest in the information or as otherwise permitted by law. Both Parents/Guardians shall have equal access to scholar records unless stipulated otherwise by court order or law.

The principal, or any employee specifically designated by the principal, may forward education records upon request to a school in which a scholar of Christopher House seeks or intends to enroll (upon request of the scholar or school) and provide information related to scholar identity to appropriate parties in connection with an emergency if such information is necessary to protect the health and safety of the scholar or other individuals. Pursuant to applicable law, Christopher House will comply with legitimate requests for access to a scholar's records within a reasonable time frame. A record may be reproduced unless the record is copyrighted, or otherwise restricted. The principal or their designee shall maintain a log of those people to whom information about a scholar has been disclosed.

FAMILY ENGAGEMENT

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

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

In order for us to work as partners in your scholar's education, we ask that you adopt Christopher House's values of commitment to excellence, achievement and perseverance, respect and compassion, and equity into your daily lives. Our expectations for how these values will be exhibited as you participate in our school community are outlined in the sections below.

SCHOOL-PARENT/GUARDIAN COMPACT

We value your role in helping your scholar achieve high academic standards. The purpose of the school-Parent/Guardian Compact is to communicate a common understanding of Parent/Guardian 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 scholar'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 scholar's education. The compact outlines what the school pledges to do for you and your scholar to ensure that their learning needs are met in a manner consistent with what is outlined in the Parent/Guardian-Scholar Handbook. We take our pledge very seriously and ask you to do the same.

Parent/Guardian Expectations

ATTENDANCE/PREPAREDNESS TO LEARN

- I will ensure that my scholar comes to school every day on time to begin school at 7:45 a.m.
- I understand that if my scholar is absent more than 10 days per year, they may have to repeat their current grade.
- I will make sure that my scholar 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 scholar 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 scholar must be picked up promptly unless they participate in an after-school program.

HOMEWORK

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

APPROACH TO GUIDANCE AND DISCIPLINE

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

PROMOTION POLICIES

- I understand that my scholar needs to pass all core academic classes in order to be promoted to the next grade.
- I understand that my scholar will be retained if they fail one or more core academic classes.

DRESS CODE

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

COMMUNICATION

- I agree to support my scholar's academic work by communicating regularly with my scholar's teachers, by scheduling appointments to talk with them as needed, and by attending all Parent/Guardian-Teacher Conferences.
- I agree to attend Parent/Guardian 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 scholar'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 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 GUIDANCE AND DISCIPLINE

- All school staff agree to promote and support the rules of behavior as outlined in the Parent/Guardian-Scholar Handbook.
- Teachers and administrators agree to work closely with Parents/Guardians to problem-solve and create solutions for scholar 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/Guardian-Scholar Handbook.

PROMOTION POLICIES

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

COMMUNICATION

- Teachers and administrators agree to communicate regularly with Parents/Guardians through check-ins, scheduled meetings, Parent/Guardian-teacher conferences, and notes home.
- Teachers and administrators agree to participate in Parent/Guardian meetings and other school-sponsored events on a regular basis.
- All school staff agree to use appropriate language and tone when communicating with Parents/Guardians in person and via email, telephone, or written correspondence.

PARENT/GUARDIAN INVOLVEMENT & COMMUNICATION

Christopher House Elementary School recognizes the importance of open and informative communication with scholars, staff, parents/guardians, and community members. Effective 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/Guardians 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 scholars.

Open communication between school and Parent/Guardian is critical during a scholar's educational career. Each family receives the Parent/Guardian-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 scholars' 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 scholar, we need to discuss something important with you.

CONTACT INFORMATION: To ensure we can maintain contact with you regarding your scholar's progress and reach you in cases of emergency, it is very important that you keep us informed 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/GUARDIAN COMMUNICATION PACKET: Every month, a communication packet is sent home with your scholar with school updates. It is important that you check your scholar's folder for the monthly packet. In addition to the above resources, we will use classroom newsletters, progress reports, Parent/Guardian-teacher conferences, telephone calls, e-mail, Parent/Guardian information nights, and Christopher House Elementary School activities to enhance the communication process.

PARENTS/GUARDIANS AS VOLUNTEERS

Your help is greatly needed! While our teaching staff is excellent, they cannot do it all. Volunteer opportunities such as chaperoning field trips, assisting in the classroom or lunchroom, or providing help during breakfast or recess are available. Parents/Guardians must complete a training and sign a volunteer agreement before volunteering.

***All volunteers and Parents working with scholars in the classroom, in small groups or helping on field trips for 3 ½ hours or more a week must have a current physical, current TB test with negative results, and proof of measles.

PARENT/GUARDIAN PARTICIPATION IN THE DECISION-MAKING PROCESS

At Christopher House, Parents and Guardians are viewed as their child's first teacher. Christopher House strives to include families in the educational process. Parents have many outlets to share their opinions through surveys, focus groups, participating in board meetings and most importantly through the Parent Advisory Council. Parent Advisory Councils (PACs) empower parents to serve as partners in the education of their children at schools that receive Title 1 funding.

Each academic year, schools establish Parent Advisory Councils (PACs) to bring together parents/legal guardians, teachers/staff, and community stakeholders to work with their school principal in the planning, design, implementation, and evaluation of the Title I Program.

PACs empower parents to inspire and assist their children in achieving educational goals and graduating from elementary and high school. PAC meeting activities include:

- Provide input on amendments and future Title I programs
- Advise the principal on how Title 1 parent engagement funds should be spent in alignment with the school's Continuous Improvement Work Plan (CIWP)
- Jointly develop and approve a parent involvement policy which includes a school-parent compact
- Share ESSA (Every Student Succeeds Act) Title I information updates received from the New Region PAC
- Provide assistance, support, and training to parents to improve their literacy and parent skills
- Work to create equal partnerships between teachers, staff, and parents in the education of students
- Provide information to parents that will enable them to work with the school to promote their children's grade level progress

PACs meet monthly throughout the school year. Meetings are open to the public.

PARENT/GUARDIAN ORIENTATION PROCESS

Christopher House provides families with an annual Orientation to inform families of required information for the program, provide an update on agency policies and procedures, provide a tour of the site, introduce staff, and provide parents/guardians with a copy of the handbook. Parent Orientation also serves as a time to inform families of how the agency is available to assist families with needed services and in accomplishing established goals.

PARENT/GUARDIAN/SCHOLAR RESOURCES

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.

Scholar Chromebooks

Each classroom is equipped with a Chromebook cart or a full set of Chromebooks to allow for each scholar to have access to their own device for use during the school day. Each classroom is supplied with an additional set of Chromebook chargers to be sent home with every scholar in the event of remote instruction.

In accordance with the Christopher House Elementary School policy, it is the responsibility of parent/guardian to instill respect for property in their scholars. Thus, Parents/Guardians must assume responsibility for damage to or loss of any textbooks, classroom library books, audio/visual equipment, or other school materials used by their scholars.

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.

FUNDRAISING

As a non-profit agency, Christopher House relies on fundraising efforts to help subsidize our programs. Parents/Guardians 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/Guardians 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.

FAMILY SUPPORT SERVICES

The Family Support Services department at Christopher House works in collaboration with the elementary school to provide support and services to each Christopher House family. Their services include:

Family Advocates

There are three family advocates designated specifically to the elementary school. Some families who also have scholars in the early childhood program will be assigned a different family advocate as a shared case. Teachers and staff are expected to collaborate with family advocates on providing support to each family. Teachers and advocates should create and track family goals together however, it is the classroom teacher's responsibility to ensure all families have 3 formal goals with 3 ratings throughout the year.

Social Work Services

Christopher House recognizes that occasionally some scholars may need services in the area of mental health; classroom observations, staffing, trainings for Parents/Guardians and staff, individual services, as well as family or group services, these services will be addressed through our Social Work Department. Parents/Guardians are encouraged to participate and follow through with recommendations. Parent/guardian participation is required because, without the assistance of Parents/guardians, the behavior will not improve, and the scholar will not get the help he or she needs.

Mental Health Services

The objectives of mental health services are:

- To assist scholars in their emotional, social, and cognitive development.
- Provide Parents/Guardians with an understanding of scholar development.
- Provide early identification and intervention in problems that might interfere with a scholar's development.
- Develop a positive attitude toward mental health services

These objectives (as identified by Chicago Department of Human Services in the Mental Health Scope of Services) are accomplished through on-site counseling, referrals, individual observations of scholars and individualized educational plans designed in consultation with teachers, Parents/guardians, directors, social service workers and mental health professionals.

Teachers, social workers, and the principal will work directly with Parents/Guardians of scholars as well as with the scholars who are exhibiting inappropriate behaviors in the programs. Parent/Guardian participation is required because without parent/guardian assistance, the behaviors will not improve. Staff at Christopher House values the parent/guardian ideas and suggestions for appropriate guidance for their scholars to ensure the goal of safety for all scholars in the programs.

APPENDIX A: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

- 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/Guardians 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/Guardian or eligible scholar of the time and place where the records may be inspected.
- The right to request the amendment of the scholar's education records that the Parent/Guardian or eligible Scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.
- Parents/Guardians 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/Guardian or eligible scholar, the school will notify the Parent/Guardian 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/Guardian or eligible scholar when notified of the right to a hearing.
- 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/Guardian or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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. 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/Guardian’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 numbers.

APPENDIX B: NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords Parents/Guardians 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 is 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/Guardian.
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/guardians; 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/Guardians 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/guardians, 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/Guardians 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/Guardians of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the Parent/Guardian to opt their scholar out of participation in the specific activity or survey. Christopher House will make this notification to Parents/Guardians 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/Guardians will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their scholar out of such activities and surveys. Parents/Guardians 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/Guardians 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

APPENDIX C: SCHOLAR TECHNOLOGY AND INTERNET 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.

Scholar Signature

Date

A Parent/Guardian must read and sign the following:

I _____ Parent/Guardian of _____, have read and understand the contract, which my scholar has signed in order to use Christopher House Elementary School's

technology and internet. I have discussed this contract with my scholar to help them understand it. I fully agree with the contents of the contract and recognize that my scholar must abide by it.

Parent/Guardian Signature

Date

APPENDIX D: CHES HEALTH AND SAFETY OPERATIONAL GUIDELINES

In accordance and collaboration with guidelines set forth by the Centers for Disease Control (CDC), Illinois State Board of Education, the Chicago Department of Public Health (CDPH), and the Illinois Department of Public Health (IDPH), Christopher House has put together a comprehensive re-opening plan for the Elementary and Middle Schools offered at our Stewart Campus.

These guidelines have been established to ensure our facilities are clean and equipped to maintain safe conditions, and that a safe work environment that protects all employees and scholars alike from risks connected to COVID-19, including exposure and transmission, is established upon return. Please note that the response to the COVID-19 pandemic is continuously evolving as experts further learn about the virus and best techniques to address the associated risks. Christopher House and our Leadership Team is remaining apprised of the situation and when necessary, will update guidance as information becomes available. Please reference Appendix B for a list of resources referenced in establishing these healthy and safety guidelines.

CHES Policies and Procedures to Prevent and Prepare for Exposure to COVID-19

RESTRICTING ENTRANCE

Christopher House will exclude any individual, including scholars, staff, parents, guardians, and visitors from sites if they are showing symptoms of COVID-19 or have been in contact with persons suspected of or diagnosed with COVID-19. Signage of this procedure will be posted outside all entrances.

All scholars will enter through the doors located on Lockwood or the Middle School Doors on Latrobe off the staff parking lot.

PEOPLE AT INCREASED RISK FOR SERIOUS COMPLICATIONS OF COVID-19

Persons who are older, pregnant, or who have underlying health conditions, including those with compromised immune systems or respiratory conditions like severe asthma, are at a higher risk to develop complications from COVID-19. Scholars who fall into this category, as defined by CDC, will be required to provide clearance from their doctor.

HEALTH SCREENING AT ENTRY

All staff and scholars will be required to complete an annual Covid-19 Certification form. Parents/guardians, vendors, and visitors will be required to complete a daily health check prior to entering our school. This will include a temperature check and symptom screening, which will be recorded.

PHYSICAL DISTANCING

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. The CDC recommends social distancing as one of the best tools to avoid being exposed to the COVID-19 virus and slowing its spread across the community. To the extent possible, we will maintain the same groups from day to day.

We will incorporate physical distancing within groups when possible, this includes increasing the distance between scholars during table work and meals.

UNIVERSAL MASKING

Following recommendations by the CDC, Christopher House will implement universal masking, which requires all staff to wear masks when working. This includes staff responsible for direct interaction with families or scholars, as well as staff who do not normally interact directly with families and scholars. Scholars will be expected to wear a mask to the extent possible in the classroom; masks will be required in hallways and when entering and exiting the facility. All individuals, including parents and vendors, who enter the site must wear a 3-ply medical grade mask or a KN95 face mask. Additional face masks will be on site and available for any person entering the facility who does not already have a face mask.

Summary of New or Changed Christopher House Practices

ENTERING ALL CHRISTOPHER HOUSE FACILITIES

- There will be hand sanitation stations immediately inside all entryways with signage reminding people to use hand sanitizer before entering.
- We will limit access points and ensure that all accessible entrances have screening stations and hand sanitizer.
- In accordance with guidance from the CDC, all individuals entering the building, will be asked to assess their symptoms prior to entry.
- We will ensure that all staff and scholars have access to 3-ply medical grade or KN95 masks.
- External vendors and essential visitors will be required to complete a health screening and be logged in before entering the building. All vendors and essential visitors entering the school will be logged by the CHES Main Office.
- Christopher House requires all substitutes and clinicians to be fully vaccinated and share proof of their vaccination status prior to arrival on campus.
- In addition, all substitutes will be required to show proof of a negative Covid test (within 48 hours) of their first visit or they may take a rapid covid test upon arrival on campus.
- An outdoor drop box will be available for material drop off.

DROP-OFF AND PICK-UP

- Face masks must be worn by all individuals during both drop-off and pick-up.
- Parents/Guardians will not be allowed to enter classrooms.
- Designated Christopher House staff will greet families and scholars outside of each site upon arrival.
- Every day before entering the facility, Parents/Guardians will be expected to assess their scholars for symptoms and to keep them at home and notify the school if they are showing symptoms of COVID-19 (regardless of vaccination status).
- All individuals will be encouraged to physically distance while waiting to enter.
- Hand hygiene stations will be set-up at the entrance of the facility so that scholars can sanitize their hands before they enter the building.

PRACTICES FOR COMMON AREAS AND SHARED SPACES

- We will encourage physical distancing in hallways, entryways, office spaces, and other shared common spaces.
- Signs will be posted throughout the facility on ways to prevent the spread of germs.
- We will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain physically distanced (e.g., reception desks).
- Classrooms will be assigned to specific bathrooms.

MEETINGS, EVENTS, CLASSROOM STRUCTURE AND PROTOCOLS

- Scholars will be with the same group each day.
- Staff will remain with the same stable group of scholars each day to the extent possible.
- Normal staff qualifications will be met.
- A list of qualified teachers will be kept for days that staff are out sick or unable to report to work.

HYGIENE PRACTICES

- All individuals will practice frequent hand washing with soap and water for at least 20 seconds.
- Handwashing is encouraged before meals or snacks, after outside time, after going to the bathroom, and prior to leaving for home.
- When soap and water are not readily available, we will use an alcohol-based hand sanitizer with at least 60% alcohol. Hand sanitizer dispensers are mounted at all entry points, stairwells, and outside of all classrooms and offices. Pump sanitizer bottles are available in all classrooms and offices.
- We will encourage staff and scholars to avoid touching their eyes, nose, and mouth.
- We commit to providing adequate supplies for good hygiene, including clean and functional handwashing stations, soap, paper towels and alcohol-based hand sanitizer.

PHYSICAL DISTANCING STRATEGIES

- Classes will include the same group each day, and the same staff will remain with the same group each day to the extent possible.
- We will reduce unnecessary visits to the nurse office. Persons with common health conditions or basic first aid needs will be managed in the classroom/alternate setting. Healthy scholars reporting to the office for medical management, such as medications, will be treated in the nurse office.
- Social Distancing signage has been posted throughout the building.

FOOD PREPARATION AND MEAL SERVICE

- We will promote use of reusable water bottles in lieu of drinking fountains.
- Sinks used for food preparation will not be used for any other purposes.
- Staff will encourage scholars wash hands prior to and after eating.
- Staff will always wash their hands before preparing food.
- We will follow all other local regulations and guidance related to safe preparation of food.

DAILY CLASSROOM MANAGEMENT

- To the extent possible, only supervisors/staff required for instruction will enter the classroom.
- Masks will be worn during physical activities and recess. We will avoid games that require close contact.
- Electronics will be cleaned before & after use with alcohol wipes/spray

Exclusion Policy

As of March 1, 2022, staff and scholars will move to five-day quarantine.

- Positive individuals able to return on day 6 if symptoms have improved (if symptomatic) and fever free for 24 hours.
- If symptoms have not improved or still have fever, would not be able to come back on day 6.
- Close contacts who are not fully vaccinated would also move to five-day quarantine.
- Fully vaccinated individuals or those who are within a 90-day window of testing positive for Covid-19 will not be required to isolate or be excluded from entering the building if they are a close contact to a suspected or positive case as long as they remain asymptomatic.

Vaccination Policy

Based on the January 2022 updated guidance from CDPH and DCFS, Christopher House updated its definition of “Fully Vaccinated” to reflect the following:

UP-TO-DATE VACCINATION (18+ YEARS):

- Completed a primary vaccine series AND received a booster if eligible* OR
- Have completed Pfizer or Moderna series and are not yet eligible for a booster OR
- Have completed J&J vaccine within the past 2 months
- As a result, all staff are required to complete a booster vaccination when eligible.

**Individuals 18+years are eligible for booster 5 months from the date of their 2nd dose of Pfizer/Moderna.*

UP-TO-DATE VACCINATION (5-17 YEARS):

- Two weeks after final dose in primary series.

APPENDIX E: LUNCH AND RECESS PROCEDURES DURING THE COVID-19 PANDEMIC

Meals After a Classroom Closure Due to a Positive Case

At the conclusion of the positive individual’s five-day isolation all individuals in the classroom, regardless of vaccination status, will be served lunch in a location that allows for physical distancing for days 6-10.

- K- 1st grade will have priority to use cafeteria for meal service.
- 2nd -8th grade will have the option of using the gym for meal service.
- If day 6-10 encompasses a Friday, the class would have earlier dismissal at 12:30 p.m. with a boxed lunch to go.

**Scholars who have siblings in a different grade, can have that sibling excused for early dismissal at the discretion of the parent/guardian.*

Recess After a Classroom Closure Due to a Positive Case

If the classroom is having lunch in the gym or cafeteria, they would remain in the same location for recess. If

the space is needed for another group, all scholars would go back to their classroom for indoor recess.

APPENDIX F: ARRIVALS AND DISMISSALS DURING THE COVID-19 PANDEMIC

Arrival Protocols

There will be two entrances for arrival and scholars will be divided up by first letter of last name.

A-L: Lockwood entrance,

M-Z: Latrobe Entrance (families with scholars with different last names will be able to drop off at the designated entrance for the youngest scholar).

No scholar should be allowed to enter the building until 7:30 a.m.

Scholars and family members must always wear their facemask properly while waiting in line.

Parent/guardian will be required to fill out an annual Covid-19 Scholar Certification and Verification Form to acknowledge that they will conduct a daily symptom screening of their scholar and will keep them at home and notify the school if the scholar presents any potential symptoms of Covid-19.

Scholars whose Parent/guardian notify the school as having any potential symptoms related to Covid-19 will be excluded from school and will be asked to provide proof of a negative Covid-19 test prior to returning to school.

Negative Covid-19 test results from scholars on the exclusion list should be emailed to results@christopherhouse.org. Hard copies can be turned in by scholars or their Parent/guardian to check-in staff upon arrival. Soft (electronic) copies (screenshots or email proof are acceptable at the check-in table. If they clearly show the name of the scholar and the date of testing.

Check in staff who receive hard, or soft (electronic) copies of scholar Covid-19 test results must verify they are receiving recent results (no older than 48 hours from the time of exclusion) or within acceptable guidelines for travel related exclusion (within 3-5 days of return to Chicago for unvaccinated individuals) and should direct all questions related to clearing any scholars to the school nurse or a CHES administrator. When clearing a scholar who has provided a hard copy of negative test results, check in staff must turn over all copies to the nurse or a CHES administrator. All soft (electronic copies) of negative test results should be forwarded by check in staff to results@christopherhouse.org.

Scholars should sanitize their hands as they enter the building.

Inclement Weather Arrival

During the winter months and on days of inclement weather (snow, rain, etc.) all arrival procedures will remain the same.

Dismissal Protocols

There will be three doors used for dismissal (Lockwood, Latrobe/Parking Lot, and Middle School doors) Scholars will wait at their designated homeroom location to be picked up:

- K-3-Latrobe/Parking Lot

- 4-5 Lockwood
- Middle School -Latrobe MS doors

All scholars must be dismissed on time. Please adhere to the staggered dismissal time. Scholars should be walking down to the dismissal area with their teacher between 3:00 and 3:05 in kinder and first grade, 3:05 and 3:10 in 2nd and 3rd grade, 3:10 and 3:15 in 4th through 8th grade. (Adjust times up accordingly for Fridays and half-days).

All classes must be in their designated dismissal area by 3:15 p.m. All teachers should be present during dismissal. Classroom teachers **MUST** remain with their scholars until they are picked up or until 3:25 (1:25 on Fridays), at which time they should be dropped off in the Main Office or remain outside with an administrator.

Kindergarten scholars must be signed out daily by a person on the scholar's pick-up list. If the person is not on the list, they **CANNOT** take the scholar with them. Please direct the person to the office for assistance. 1st-8th grade scholars do not need to be signed out, but also must be released to a person on the scholar's pick-up list.

Teachers are provided with these lists and a book is maintained in the main office. Teachers and staff should be diligent in ensuring they release scholars only to designees on this list and require ID for anyone they do not recognize or picking up for the first time.

If a parent/guardian wants their scholar to walk home, they must provide written permission to the main office

APPENDIX G: ON-SITE SCHOLAR COVID-19 TESTING PROCEDURES

On-site COVID-19 testing will be provided by SHIELD Illinois at no charge to unvaccinated scholars whose parent/guardian or guardian has signed the necessary consent form. Testing will take place weekly, and notification of positive results will be shared with families by school administration.