

Parent Handbook 2020-2021



*Unidos en el Corazón, Trabajo y la Mente
Together in Heart, Work and Mind*

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Message from the Principal

Dear Erie families,

Our top priority in planning for the fall has been to provide a high-quality education for every child while keeping our school communities healthy and safe. As educators and dedicated education professionals, we all want students to be in school, but at this time, the Chicago Department of Public Health (CDPH) believes that current COVID-19 transmission trends would not allow us to reopen schools in a safe and responsible manner. After carefully considering their guidance and hearing feedback from our families and community members and CPS, Erie will begin the year learning at home through **at least the end of the first trimester, December 7.**

This framework builds upon the preliminary framework we released earlier this summer and reflects the thoughtful feedback we received from parents, families, and staff. In this document, you will find new sections detailing our plan to improve upon the remote learning experience from last spring, how we will increase equitable access to technology, and what students should expect during a normal school day learning at home. In the accompanying remote learning guidance, you will find more details on how we are supporting our most high-needs students including Diverse Learners and English Language Learners.

Lessons learned in the spring to improve remote learning for students

This fall remote learning will look very different than it did during the emergency closing last spring. Our goal is to ensure that Erie is as equipped as possible to provide a high quality, consistent remote experience this fall. Our mantra for the year is **Conectados y Cultivando** and we hope that you'll see and feel this in the way we've planned for our remote start this fall. Erie is committed to providing students with an engaging learning experience that significantly improves upon what students and families experienced last year. Here are just a few of the changes we will be making this fall to improve remote learning:

- Rather than providing a recommended amount of time for daily student academic engagement, students should expect to be engaged for the entirety of a typical school day, five days per week, through a combination of live real-time instruction with their classmates and teacher, small group activities with their classmates, and independent learning.
- We will help students develop routines by establishing daily expectations, including tracking classroom attendance and completed assignments.
- To help students engage more easily in online learning, all students will use an Erie-provided device, consistent platforms across the school on a daily basis while learning at home.
- We will provide a greater level of support to our teachers to ensure they are implementing remote learning practices that are responsive to student needs.
- We have increased the amount of Social Emotional Learning and increased live, daily social-emotional classes, groups, and digital supports.
- Parents will be more fully supported by our newly hired Parent Coordinator, Teresa Maldonado, who will be starting an Erie Parent Facebook Group, optional grade level parent directory, and will be launching our parent committee this year.

→ Take home school supplies and learning materials for each child

Expanding equitable access to technology and the internet

We know students need consistent access to devices and high-speed internet to be successful while learning at home, and we are committed to providing devices for all students. Last school year, we distributed all of Erie's more than 100 devices to students, and have worked through the summer to purchase an additional 300 devices to ensure all students will be provided a device this fall. We will continue to monitor our students' needs and ensure students in need have access to devices.

Over the summer, CPS began offering high-speed internet access at no cost to approximately 100,000 CPS students from limited-income backgrounds through our [Chicago Connected](#) initiative. Erie families eligible for this program have been contacted individually. Families can check their eligibility for the program and access their activation code by simply entering their child's student ID number and birthdate into our eligibility tool at cps.edu/chicagoconnected.

This school year will no doubt be a challenge for all of our families and staff in so many ways. Through **connection** and **continual growth**, we will face them together and continue to empower students to cultivate character, connect to culture, pursue education, and contribute to their community in order to thrive in a diverse global society.

Sincerely



Kim Kays
Principal



Carlos Pérez
Executive Director

School Information

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Staff Roster

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Student & Parent Support Staff

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Instructional Support Staff

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TBA	Math Coach	TBA

Diverse Learning Staff

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Enrichment Staff

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Lynnea DeJesus	Art Teacher	ldejesus@eriecharterschool.org
Sabra Weber	Music Teacher	sweber@eriecharterschool.org

Teaching Staff

KINDERGARTEN TEAM

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Dual Language Program
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Miriam Heligio: mheligio@eriecharterschool.org

Olivia Goldstein: Ogoldstein@eriecharterschool.org
Karla Hernandez:
khernandez@eriecharterschool.org

School of the Art Institute of Chicago Room
General Education Program

1st GRADE TEAM

Loyola University Room

Dual Language Program
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Gloria Ojeda: gojeda@eriecharterschool.org

University of Illinois at Chicago – UIC Room
General Education Program
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Elizabeth Rodriguez:
erodriguez@eriecharterschool.org

2nd GRADE TEAM

Long Island University Room
Dual Language Program
TBA

DePaul University Room
General Education Program
Loueva Smith: lsmith@eriecharterschool.org

3rd GRADE TEAM

Northeastern Illinois University Room – NEIU
Dual Language Program
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Northwestern University Room
General Education Program
Veronica Ellis: vellis@eriecharterschool.org

4th GRADE TEAM

Carleton College Room
Dual Language Program
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Evergreen State Room
General Education Program
Kevin Mitchell: kmitchell@eriecharterschool.org

5th GRADE TEAM

University of Michigan Room
Dual Language Program
Lizmeth Sandoval: lsandoval@eriecharterschool.org

Smith College Room
General Education Program
Andrea Zayas: azayas@eriecharterschool.org

6th GRADE TEAM

University of Colorado Room
Humanities
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St Mary's College Room
Math & Science
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7th GRADE TEAM

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Math & Science
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8th GRADE TEAM

Humanities
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Math & Science
Illinois Institute of Technology Room
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Board of Directors

Melanie Madigan - Chairwoman

Ricardo Estrada - Vice President

Maria Hawilo - Vice President for Academic Performance

Sarah Airola - Secretary

Ryan Kraus- Treasurer

Jason Williams- Parent Representative

Sarah Berghorst

Mary Boehler, Chairman Emeritus

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Patty Horsch, Chairman Emeritus

Jessica Jaimes, Teacher Representative*

Kim Kays*

Robert Laragh

Matthew Moran

Victor S. Nelson, Chairman Emeritus

Kenneth V. Perkins, Chairman Emeritus

Carlos Perez*

Linda Ponce de Leon

Hillyn Sennholtz

Laura Silva

Wilma Valero

Britt Whitfield

*Non-voting members

Board Meetings

The Erie Charter School Board of Directors will announce meeting dates up to 2 weeks prior to the scheduled date.

Why We Teach

Vision

We empower students to cultivate character, connect to culture, pursue education, and contribute to their community in order to thrive in a diverse global society.

Mission

Erie fosters the habits of heart, mind and work. We build Spanish proficiency and open doors to multicultural competence. Our responsive environment and engaging curriculum empower, educate and elevate students to confidently enter a path of higher education and participate in a diverse global society.

History

Erie Elementary Charter School is built on the strong foundation of the nationally accredited child care program at Erie Neighborhood House, a comprehensive social service agency in Chicago's West Town community that promotes a just and inclusive society by strengthening low-income, primarily Latino families through skill-building, access to critical resources, advocacy and collaborative action. Erie is a 501 (c)(3) non-profit organization funded primarily by Chicago Public Schools and supplemented by private resources.

Erie was born out of the vision that the Erie Neighborhood House board of directors and executive director had for its families, which is to provide another choice in schools where students can receive a nurturing, caring environment while getting a great education. We opened our doors in 2005, beginning as only a kindergarten and first grade and have added one grade per school year.

Visión

Empoderamos a los estudiantes para cultivar el carácter, conectar con la cultura, avanzar en la educación, y contribuir a la comunidad con el fin de que puedan prosperar en una sociedad global diversa.

Misión

Erie fomenta los hábitos del corazón, la mente y el trabajo. Desarrollamos el dominio del español y abrimos puertas a la competencia multicultural. Nuestro entorno receptivo y nuestro plan de estudios empoderan, educan y elevan a los estudiantes para que ingresen con confianza en un camino de educación superior y participen en una sociedad global diversa.

How We Teach

Erie Elementary Charter School is a community that uses the research and evidence-based approaches of **Responsive Classroom** along with the **Habits of Heart, Work, and Mind**. These are used together to maintain a safe, caring, and nurturing environment where all members – staff, students, and parents, feel safe to pursue and be their best selves.

Habits of Heart, Mind and Work

Since the school opened in 2005, Erie Elementary Charter School has been guided by core “Habits” that shape how we interact and work together. The “Habits” are woven throughout our curriculum and are the standards by which we measure our individual behavior and community culture. Faculty and staff are expected at all times to reflect the *Habits* in their personal character and professional actions with children, parents, co-workers, and the community.

Habits of Heart	Habits of Mind	Habits of Work
<p>Respect: Show consideration for yourself, for the community and for the environment</p> <p>Truth: Be honest and sincere</p> <p>Kindness: Be kind and considerate</p> <p>Empathy: To feel or understand what someone else is feeling.</p> <p>Nonviolence: Find ways to address conflict without being physical</p> <p>Confidence: Believe in your own ability; Know that you can accomplish anything</p>	<p>Evidence: What facts are used to support the argument? How do you know what you know?</p> <p>Connection: How can this be related to other topics?</p> <p>Reflection: Think critically; Analyze</p> <p>Relevance: Why is this important?</p> <p>Viewpoint: Whose perspective is this?</p> <p>Problem Solve: Use the problem solving steps.</p> <p>Self-Control: Stay in control of your emotions and actions. Exhibiting self-control helps you get along better with others and be successful at school.</p> <p>Responsibility: Demonstrate acknowledging mistakes. Taking responsibility for your actions is the respectful thing to do.</p>	<p>Organization: Have what you need and know where it is; Know what you have to do; Review your work</p> <p>Cooperation: Work together; Share what you know</p> <p>Focus: Participate and listen actively; Ask questions</p> <p>Punctuality: Arrive on time</p> <p>Assertion: Ask for what you want or need in a calm but firm voice.</p> <p>Perseverance: Ask for help; Only accept high quality work from yourself</p>

Responsive Classroom

The Responsive Classroom approach to teaching consists of a set of evidence-based principles and practices intended to create safe, joyful, and engaging classroom and school communities. In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

The Guiding Principles of the Responsive Classroom approach are:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Teaching practices included in the Responsive Classroom are:

Shared Practices (K–8)

- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language**—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Elementary Practices (K–5)

- **Morning Meeting**—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Collaborate Rule Creation**—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Quiet Time**—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Middle School Practices (6–8)

- **Responsive Advisory Meeting**—A practice with a set, predictable routine, organized around one of seven distinct purposes, that offers a solid framework for building meaningful connections and developing respectful and trusting relationships while meeting students’ developmental needs. The meetings have four sequential components: arrival welcome, announcements, acknowledgments, and activity.
- **Investing Students in the Rules**—A process facilitated by the teacher that is composed of four steps: setting SMART goals, connecting the goals to rules, connecting the rules to concrete behaviors, and making the rules come alive.
- **Brain Breaks**—Short breaks in whole-class lessons that give students a chance to move and interact, used to increase focus, motivation, learning, and memory.
- **Active Teaching**—A strategy for delivering curriculum content where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a learning objective. The three phases of active teaching are (1) Teach and Model, (2) Student Collaboration, and (3) Facilitate Reflection.
- **Student Practice**—A process that follows active teaching where students explore and practice, under the teacher’s guidance, the content and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students’ thinking before they practice further on their own.
- **Small Group Learning**—A structured way for students to work together on a specific learning goal, assignment, or project that is organized by the teacher.

Student Rights & Responsibilities

Erie Elementary Charter School is a community where children grow academically, socially and emotionally. In order for children to develop in these ways, Erie must be a safe, caring and nurturing place. It is the responsibility of all community members to create and sustain a safe and orderly environment where discipline is consistent and fair.

All Erie community members—students, staff, and families—should exhibit the Habits of Heart, Mind, and Work at all times and follow the expectations outlined below. Specific classroom expectations will vary by grade and/or subject, as they will be created in each individual classroom.

- Be safe, respectful, and responsible
- Keep hands, feet, body, and objects to oneself
- Resolve conflicts peacefully, with words
- Be on time to school
- Wear proper uniform
- Keep Erie clean
- Use appropriate language at all times

Any student not successful in meeting expectations will receive an appropriate intervention and/or logical consequence. If behavior incidents arise that threaten student and staff safety or disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the United States Department of Education guidelines and using the Chicago Public Schools (CPS) Student Code of Conduct as a guide, all disciplinary responses will be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

What We Teach

Curriculum

Literacy - American Reading Company (ARC)

ARC Core is designed to turn balanced literacy into transformative literacy for both students and teachers. ARC offers a carefully structured project-based learning process ensures students are ready to meet the demands of college (or career) through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing both ideas and texts with peers. ARC has worked with leaders in Dual Language Education to make sure that the texts, resources, and units are promoting equity for all learners. It has a whole division of their company dedicated to filling classrooms with multi-cultural, multi-perspective, high-interest trade books in both English and Spanish.

Math - Japan Math (K-2)

Japan Math is the American version of the Japanese math curriculum which capitalizes on learning through problem solving. Japan Math is fully aligned to CCSS, developmentally appropriate and visually attractive. Students learn concepts in four steps: Try, Understand, Apply and Master, and through concrete-pictorial-abstract process of representation. Written in English and in Spanish languages, Japan Math serves Erie students in both monolingual and dual-language classrooms. Math is taught in Spanish in Kindergarten through 2nd grade in our Dual Language Classrooms. You can learn more at <https://japan-math.com/>.

Math - Eureka Math (3-8)

Eureka Math, also called Engage New York, can be supplemented with outside resources but the scope and sequence of the program should be followed as prescribed by the program in order to ensure continuity across grade levels. Math is taught in English in 3rd through 5th grade in our Dual Language Classrooms. You can learn more at www.engageny.org/parent-and-family-resources.

Science

Teachers and Instructional coaches at Erie developed the Science curriculum using the Understanding by Design (UbD) framework. Our Science curriculum is Common Core aligned and integrates other disciplines like English Language Arts, Math, Writing and Reading.

Social Studies

Teachers and Instructional coaches at Erie developed the Social Studies curriculum using the Understanding by Design (UbD) framework. Our Social Studies curriculum is Common Core aligned and integrates other disciplines like English Language Arts, Math, Writing and

Reading.

Social-Emotional Learning (SEL) - Second Step

Erie teaches the Illinois SEL competencies and skills by using the Second Step curriculum, Responsive Classroom approach, and the Erie Habits of Heart, Work, and Mind. Erie teachers and staff use, teach, and reinforce these SEL competencies everyday in order to promote academic learning.

Erie explicitly teaches Social-Emotional skills through Second Step. All K-8 teachers use this curriculum as a basis for teaching skills such as empathy, problem-solving, emotion management and conflict resolution. Middle School teachers implement this program with their classroom cohorts. Our Social Worker and para-professionals provide support for the use of Second Step in the classroom. Morning Meeting is an additional time in the day when social-emotional learning skills are taught and reinforced and to ensure students are ready for academic learning. You can learn more about Second Step here www.secondstep.org/what-is-second-step.

Dual Language Program

EECS' Dual Language Program began in the 2009-2010 school year with one dual language kindergarten classroom. The program has grown each year with the addition of one grade level per year and is currently serving K-6th grade students.

The three goals of Dual Language Education are for students to:

1. Develop bilingual and biliterate proficiencies
2. Reach high academic achievement in both languages
3. Exhibit positive cross-cultural attitudes and flexibility

Erie continuously works to reach the three goals by investing in high quality curriculum that is culturally relevant, providing professional development opportunities for teachers, and assessing the academic achievement of students in both languages in a strategic way.

For more information about the Dual Language Education program at Erie, check out the EECS DLE Handbook 2020. (LINK COMING SOON!)

Diverse Learners

Erie is committed to fostering a positive learning experience for all students using a continuum of integrated and coordinated services that target the individual needs of students. All students with an Individualized Educational Plan (IEP) and/or 504 Plans will have their needs met according to their Individualized Education Plan. Teachers will collaborate with the special education teachers, Case Manager, Social Worker, along with the clinicians and the math and reading specialists, required by the student's IEP. Most importantly, teachers will stay connected with families to work together as partners to support each student's needs.

English Language Learners

Students receive the designation of English Language Learner (EL) using the WIDA Screener evaluation. When a student is designated as an EL, Erie works to communicate with families and provide services to meet the needs of the student.

In addition to rigorous content instruction aligned to content learning standards that all students receive, ELs also receive English as a Second Language (ESL) Instruction. Additionally, supports such as Native language instruction, Sheltered English instruction, and Native language support are also provided to ensure equitable and meaningful access to core curriculum.

In order to provide these services and supports, Erie is working towards a goal of having as many teaching staff as possible earn the ESL or Bilingual endorsement. To help teachers earn the endorsement, Erie has created a learning cohort that has taken graduate level courses about language learner needs. Additionally, all staff have participated in professional development workshops about how to plan instruction for the needs of language learners.

Grading & Assessment

Erie uses **Standards-Based Grading (SBG) for K-5 Grade** and **traditional grade scale for 6-8 Grade**.

Standards Based Grading (K-5)

SBG is a system of grading and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. It focuses on the learning process and is shown to increase achievement. Standards based grading communicates what students *can do*, as opposed to what they have done. It is often combined with updated instructional practices and culture to better engage students and foster a positive environment. **Grades should not be tied to classroom behaviors.**

Standards-Based Report Card Key:

4	Exceeding	Student can apply this skill to above grade level work independently and consistently exceeds grade-level standard.
3	Meeting	Student can apply this skill to grade level work independently and consistently meets grade-level standard.
2	Developing	Student is developing ability to apply this skill to grade level work with support and approaches meeting grade-level standard.
1	Beginning	Student begins to apply this skill to grade level work with heavy support and does not meet grade-level standard.

Classroom/Student Key:

4	Exceeding	I'm an expert! I can apply this skill to above grade level work. I can also help others with this skill.
3	Meeting	I got it! I can apply this skill to grade level work and I am comfortable doing it on my own.
2	Developing	I am almost there! I can sometimes apply this skill to grade level work, but I still need more practice and help.
1	Beginning	I am beginning! I can sometimes apply this skill to grade level work with a lot of help and I need much more practice.

Traditional Grade (6-8)

Erie uses the traditional letter grade system below for grades 6-8. We still strive to ensure that we are still focusing on what students *can do*, as opposed to what they have done.

Traditional Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or below

Assessment

All Kindergarten through Eighth grade students are given the Independent Reading Level Assessment Framework (IRLA) and the *Estructura para la Evaluación del Nivel Independiente de Lectura (ENIL)*, an assessment provided from the American Reading Company, the curriculum Erie uses to teach Language Arts and Literacy. The *ENIL* and IRLA formatively assess students throughout the school year and are used to inform teacher instruction. All 2nd-8th grade students take Northwest Education Association Measures of Academic Progress (NWEA MAP) tests 2 times a year in Language, Reading, Math and Science. Beginning in the third grade, students will take the required state standardized tests, as well as any district level required standardized tests. English Learners (ELs) are given the ACCESS test once a year to identify their english language proficiency.

Report Cards & Progress Reports

Report cards are distributed 3 times a year. The fall and winter report cards require a parent teacher conference at the end of the trimester; the final report card is sent home on the last day of the school year. All report cards are based on the Common Core State Standards.

Homework

Homework is defined as the time students spend outside the classroom in assigned learning activities. Erie Elementary Charter School believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge. Research supports that moderate assignments completed and done well are more effective than lengthy or difficult ones done poorly.

It is the intention of the Erie staff to assign relevant and meaningful homework assignments that reinforce classroom learning objectives. Students are encouraged to read at home every night as their primary homework. Teachers will provide books from classroom libraries, printed books, and online resources for students to have access to reading material at home. Other assignments should be minimal and an extension of classroom work to reinforce content already taught, never introduce new content.

Classrooms will adhere as closely as possible to the following developmentally appropriate guidelines for homework:

- Kindergarten: No more than 10 minutes per night
- First & Second Grade: No more than 20 minutes per night
- Third Grade: No more than 30 minutes per night
- Fourth and Fifth Grade: No more than 40 minutes per night
- Sixth, Seventh, Eighth Grade: No more than 15 minutes per content area per night

In the case that a student does not complete the assigned homework, the student will be required to complete the homework at another time. If homework is consistently missing, a problem-solving conference will be held with the teacher, student, and parent to identify barriers and create an action plan for work completion.

Helpful Homework Tips

1. Decide with your child when homework will be done, where it will be done, and who will check to make sure it has been completed.
2. Homework should be done in a quiet space, free of distractions and with appropriate light.
3. Ask your child about his/her homework each night.
4. Sometimes a healthy snack will help with concentration.
5. Encourage your child to work independently, but offer help when necessary.
6. Make sure to have a classmate's phone number handy if you have any questions regarding the homework.
7. Always talk to the teacher about homework assignments that are not understood or incomplete for any reason.

When We Teach

School Calendar

September 8, 2020: First Day of School

June 22, 2021: Last Day of School
of Instructional Days: 177

Please note:

- All students will start the school year learning remotely for the month of September using the Learn-at-Home model
- The State of Illinois has granted schools 5 additional professional development days to fully plan and prepare for remote/digital learning. These will be taken the **first 5 Wednesdays** of the school year.

2020-2021 School Calendar	
August 24-September 4, 2020	Teacher Institute Days – Teachers Return
September 7, 2020	No School- Labor Day
September 8, 2020	First Day of School
September 8, 9, 10, 11, 2020	Remote Learning Half Days
September 16, 2020	No School – Professional Development Day
September 23, 2020	No School – Professional Development Day
September 30, 2020	No School – Professional Development Day
October 7, 2020	No School – Professional Development Day
October 12, 2020	No School – Indigenous People’s Day
October 14, 2020	No School – Professional Development Day
November 6, 2020	No School - Professional Development Day
November 11, 2020	No School- Veteran’s Day Observed
November 25-27, 2020	Thanksgiving Break – No School
December 4, 2020	End of Trimester 1
December 7, 2020	Start of Trimester 2 (Tentative in-person start date)
December 9, 2020	Parent Teacher Conferences (PM ½ day)
December 10, 2020	No School - Parent Teacher Conferences (all day)
December 11, 2020	No School – Professional Development Day
December 18, 2020	1:00pm Dismissal
December 21, 2020 - January 1, 2021	No School - Winter Break
January 4, 2021	No School- Professional Development Day
January 5, 2021	Students Return From Break
January 18, 2021	No School - Dr. Martin Luther King, Jr. Day
February 12, 2021	No School – Professional Development Day
February 15, 2021	No School - Presidents Day
March 5, 2021	End of Trimester 2
March 8, 2021	Start of Trimester 3
March 10, 2021	Parent Teacher Conferences (2pm-6pm)
March 11, 2021	No School - Parent Teacher Conferences (all day)
March 12, 2021	No School – Professional Development Day
March 29 - April 2, 2021	No School - Spring Break
May 31, 2021	No School - Memorial Day
May 14, 2021	No School – Professional Development Day
June 18, 2021	½ Day 12pm Dismissal / Commencement at 1pm
June 22, 2021	Last Day of School ½ Day 12pm Dismissal / Teacher Institute ½ Day

Schedule

Earliest Drop off time: 7:30 AM

**Note: There is no supervision or access to the building for students prior to 7:30a.m.*

Latest pick up time for students in after-school programs: 6:00 PM

7:30am	Breakfast
7:55am	Lineup & Pickup
8:00am	Class Begins
3:15pm	Dismissal
2:00pm	<i>Wednesday Dismissal</i>
3:15-6:00pm	After School Program

Note: Students should be picked up promptly at dismissal, there will not be supervision for students after 4:00 p.m.

Breakfast

Breakfast is served for ALL students beginning at 7:30 AM and all students are eligible for free breakfast. Breakfast is served until 7:55 AM. Students may not arrive earlier than 7:30AM for breakfast or supervision. Kindergarten students will have breakfast in their classrooms. 1st-8th grade students will have breakfast in the Main Hall.

Wednesday Early Dismissal

Every Wednesday student dismissal is at 2:00 PM.
Please ensure that your child is picked up on time.

Professional Development Days

NO SCHOOL on Professional Development Days

There are 177 days of instruction for children. Your child's attendance in school is extremely important. **As a result, we strongly encourage you to make doctor, dentist, orthodontist appointments after school or during vacation.** To aid you in doing that, refer to the school calendar of this handbook. Our school calendar is different than other schools' academic calendars. Please be sure to refer to Erie Charter School's calendar at all times.

Arrival

Supervision begins at 7:30 AM. No students should arrive before this time for safety reasons. If your child is having breakfast, he/she can arrive as early as 7:30 AM. As students finish their breakfast, they will go outside for morning recess, weather permitting (at the discretion of the school). Students will be asked to line up at 7:50 AM. Teachers will pick up

students in the Hall at 7:55 PM in order to be in their classrooms by 8:00 AM.

Dismissal

Dismissal is at 3:15 PM. If your child is not in an after school program or activity, your child must be picked up promptly at 3:15 PM.

Every Wednesday student dismissal is at 2:00 PM. Please ensure that your child is picked up on time.

Inclement Weather: In the case of cold weather (at the discretion of the school), rainy, or snowy weather, students will line up inside and dismiss from the lobby and main hall.

Early Dismissals

We understand at times it is necessary to pick up your child prior to the end of the school day. We want to maximize the amount of time your child is learning and therefore, students should only be picked up early for medical appointments or legitimate family emergencies. **In the event you must pick up your student early we ask that it be done prior to 2:45 on Monday, Tuesday, Thursday & Friday and wednesday at 1:30pm** in order to allow for a smooth dismissal process.

Pick up & Drop Off Guidelines

In the morning from 7:30-8:00 a.m. Hirsch St. will be closed to traffic beginning at the ally just east of Washtenaw Ave in order to more safely direct drop off traffic via Washtenaw Ave. only. In the afternoon at 2:30 p.m. cones are placed in front of the school on Washtenaw Ave. and all cars should be moved at that time. From 3:00-3:30 p.m. barricades are placed on Hirsch St. in order to close traffic and direct all pickup traffic safely to Washtenaw Ave. only. On Wednesday, cones and barricades will be placed beginning at 1:30 p.m.

Parents should **NOT** double-park along Washtenaw Avenue **OR** Hirsch Street for pick up and drop off. It is extremely unsafe for our children when cars are double-parked. If you are walking your child into the building for breakfast, you must find a parking spot and then walk your child into the building. If you are dropping your child off in a car, please form a car line on Washtenaw Ave and two staff members will open the car doors to usher students into the building. Please do NOT open the car doors until you arrive at the spot where the adults are located in order to prevent children being harmed.

Traffic Safety Expectations

No Double Parking
No Stopping or Parking in Crosswalks
Do Not Leave Your Car Unattended

Cars that violate these safety rules are subject to ticketing by the Chicago Police Department.

Health and Wellness Policy

Guidelines for Breakfast and Lunch

Aramark, the primary vendor for food services for Chicago Public Schools, provides breakfast and lunch at Erie Elementary Charter School to all students daily. All school meals are free and compliant with current federal, state and local nutrition requirements, as well as with specific guidelines that exceed requirements set forth by USDA.

If parents would like to send their student with a lunch from home, it must have an entrée. The only allowable beverages from home are water or **100% fruit juice**.

Snack food NOT allowed:

- Chips
- Fast food
- Cupcakes
- Sugary treats

Drinks NOT allowed:

- Soda
- Energy drinks
- Coffee
- Sugary drinks

Students are also encouraged to bring their own water bottle that they may refill throughout the day. **Students are not allowed to use the microwave.** The front desk can not accept or deliver any lunches to students.

Parent-Provided Lunches

Though we aim to follow the CPS policy that classroom celebrations should focus on fun activities, not on food, parents are still welcome to provide food and beverages. Any food must be store-bought with an ingredients label. Cupcakes, candy and other unhealthy foods may not be distributed. As stated above, the only allowable beverages are water or 100% fruit juice.

Birthday Treats

Treats are allowed for birthdays after arrangements have been made with the teacher **and that adhere to our health and wellness policy. Only store bought or unopened items will be allowed for sharing in classrooms.**

Recess

Outdoor recess is an important part of an elementary student's day and is critical in the physical, social, and emotional development of the student. It provides fresh air and physical movement that is essential for a child's success in the classroom.

All students should attend outdoor recess. If a child is not well enough to go outside, we recommend that she/he stay at home until fully recovered.

In the wintertime, the school will check the weather daily to deem it appropriate (20 degrees Fahrenheit or higher) for students to go outside. During the cold months, please be sure that your child comes to school dressed appropriately for the weather, including gloves, scarves, heavy coats, sweaters, etc. Cold weather does not mean that students will not go outside. However, a student may be required to miss recess to complete work or other reasons deemed necessary by the teacher or administrator.

Field Trips

College and University Trips

At Erie, we believe it is never too soon to begin thinking about college. It is part of our mission to prepare students to attend the college/university of their choice. One of the most important field trips is the annual visit to the college or university after which your child's classroom is named. Eighth grade students have the opportunity to do an overnight trip to various universities. We highly encourage all parents and families to attend this trip.

City as a Classroom

We strongly believe in extending our learning outside of the classroom. Students participate in 3-5 city-wide trips a year. Students must have a signed permission slip in order to participate.

Walking Field Trips

Our school understands the importance of getting to know our surroundings through exploration of our community. We will ask parents to sign one permission slip for all walking field trips at the beginning of the year.

Chaperones

There will be times when a classroom teacher will request parent chaperones for field trips. Expectations for chaperones will be outlined before the request is made; parents should strongly consider whether or not they can fulfill the expectations outlined before agreeing to chaperone. A copy of the chaperone agreement can be found at the end of this document.

Attendance Policy

Erie will provide students and classrooms with incentives to promote high attendance rates. Students will be recognized for being on time and/or having perfect attendance at the end of each trimester.

Absences

Student attendance is essential to academic achievement. Research shows that children who have a history of excessive absences tend to find future classroom assignments and activities more difficult to complete. ALL public schools are required to contact and inform parents of a child's absence from school. Student attendance is recorded in an electronic system called IMPACT, which is used throughout the Chicago Public Schools, including charter schools.

An absence is EXCUSED only if there is a WRITTEN LETTER SIGNED BY THE PARENT OR DOCTOR, PHONE CALL MADE TO THE SCHOOL, EMAIL SENT TO ATTENDANCE@ERIECHARTERSCHOOL.ORG for one of the following reasons:

1. Student illness
2. Observance of a religious holiday
3. Death in the immediate family (parents, legal guardians, brothers, sisters, grandparents, aunts and uncles)
4. Family emergency
5. Homelessness
6. Circumstances causing reasonable concern to the parent for the safety or health or health of the student, subject to evaluation by administration and board officials

Unexcused Absences

An unexcused absence means no valid reason (see previous list) and no written letter. Any unexcused absence constitutes truancy. The following consequences will be issued according to the number of absences:

1 - 7 absences	Phone call home
8 – 14 absences	A home visit by the administrator and/or teacher 2nd – 8th grade students will be considered for the summer school program if more than 8 days are unexcused.
15 or more absences	Student will be required to attend summer school and retention will be a possibility if the student is more than one grade level behind.

****Any unexcused absence recorded in the Chicago Public Schools online information system is registered as truancy and is a permanent record of student attendance.**

Late Arrivals/Tardies

One of our HABITS OF WORK is to be on time and prepared. The first part of every student's day is a morning meeting, where students gather together as a classroom to build community and set the tone for the day. **It is important for your child's academic and social growth that he/she is in the classroom ready to start at the time that instruction begins, at 8:00 AM.** Any student arriving after the class has gone to their classrooms must stop in the office to obtain a tardy pass. Students are tardy if they arrive AFTER 8:00 AM.

If parent and student arrive after the teacher has picked up her class, the student **should enter through the main lobby** and will be marked tardy in PowerSchool by their classroom teacher.

Excessive tardiness is detrimental to student learning. If your child has been tardy more than 5 times, you will be asked to confer with the Principal, and may lead to your child needing to attend summer school and/or be retained. Please remember that you have signed an agreement form in which you have pledged to have your child in school on time. If tardiness continues, further consequences will be administered.

Early Dismissals

An early dismissal occurs when a child is picked up prior to dismissal time, but will be limited to before 2:45 p.m. This is often disruptive to both the student's learning and the classroom environment. Early dismissals are NOT ENCOURAGED and will be limited to only dismissals excused for the following reasons:

1. Student illness
2. Observance of a religious holiday
3. Death in the immediate family (parents, legal guardians, brothers, sisters, grandparents, aunts and uncles)
4. Family emergency
5. Homelessness
6. Circumstances causing reasonable concern to the parent for the safety or health or health of the student, subject to evaluation by administration and board officials.

Early dismissals **MUST** also have a **WRITTEN NOTE** from a parent/guardian. All students **MUST** be signed out at the front desk prior to leaving the school building.

****Please note that vacations should be taken according to the Erie school calendar. Vacations taken during school days that will result in excessive absences may elicit consideration for retention.**

Promotion, Retention, Summer School

Classroom teachers will make a recommendation of those students who would benefit from the

Summer Growth or Retention program. The Summer Growth program is an extra 2 weeks of school during the summer in which students will work in depth on skills and concepts that were taught during the school year in reading, math, and writing.

The following criteria will be used to recommend students for the Summer Growth program:

- 3rd – 8th grade students who have 15 or more unexcused absences may be required to attend the Summer Growth program.
- 3rd – 8th grade students who score less than the 25th percentile on the NWEA reading and math assessment and earn a “C” or lower in reading or math or both, Summer Growth Program is **MANDATORY**
- Student is at least one grade level behind in reading, writing, and/or math will be considered for the Summer Growth Program.
- Student has difficulty completing homework assignments and/or class assignments on time, will be considered for the Summer Growth Program.

Summer Growth program notices will be sent out on April 27, 2018 in order to provide parents sufficient time to make summer plans.

Retention

ADD POLICY HERE

6-8 Grade School Promotion Policy

Students will be promoted to seventh or eighth grade if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements by their academic performance, assessment scores, attendance, and community service.

In order to be promoted, students must meet the following criteria:

Academic Performance

1. Cumulative report card grade in **Language Arts** “C” or better for the academic year. A report card grade of “C” shall, at a minimum, reflect satisfactory unit test scores in Reading and Writing and consistent completion of homework assignments during the year.
2. Cumulative report card grade in **Mathematics** “C” or better for the academic year. A report card grade of “C” shall, at a minimum, reflect satisfactory unit test scores in Mathematics and consistent completion of homework assignments during the year.

Assessment Scores

1. NWEA **Reading** scores at or above the 25th percentile
2. NWEA **Mathematics** scores at or above the 25th percentile

Attendance

No more than eight (8) unexcused absences.

Those students who meet **ALL** components of the criteria noted above shall automatically be promoted to the next grade level.

Those students who **DO NOT** meet all applicable components of the criteria noted above will be prioritized for summer recovery program and be promoted to the next grade **only upon satisfactory completion of summer school.**

8th Grade Graduation Policy

A student shall be issued a diploma upon completion of the following criteria:

1. Fulfillment of all academic and attendance requirements (see Middle School Promotion Policy)
2. Achieving a passing grade on the United States and Illinois Constitution Tests
3. Completion of 30 Community Service Hours
4. All outstanding school fees are paid

Any student who meets **ALL** components of the criteria noted above will receive a diploma on graduation day. Any student who **DOES NOT** meet all applicable academic and attendance components of the criteria noted above will receive a diploma only upon satisfactory completion of summer school, which includes earning a **C** or better in all classes. Any student who does not meet the Community Service Hours component will be issued a diploma upon completion of the hours.

Any student earning less than a C in three or more core classes (English/Language Arts, Social Studies, Math, Science, or Spanish) or not passing either of the Constitution tests may be retained and have to repeat 8th grade.

8th grade Valedictorian and Salutatorian will be selected on Friday, June 7th 2019. These distinctions will be awarded to the students who obtain the highest 8th grade cumulative grade point average. This is calculated by taking the percentage earned in each class and dividing it by the number of classes taken. Both the Valedictorian and Salutatorian will be recognized at our 8th grade graduation ceremony as well as those students who earn High Honors (all As).

Community Service

Erie is committed to nurturing and empowering students to successfully and productively engage in the local community and broader society. One way to be engaged and participate is to be involved in community service. When completing community service hours, students must do them at an Erie approved site. All hours do NOT need to be done at the same site. Students will need to complete 30 total hours during 6th-8th grade. All forms must be completed and returned to the students' Advisory Teacher in order to meet the community service component of the 8th grade graduation policy.

School Uniforms

Research has shown that school uniforms diminish social and economic barriers between students and increase a sense of belonging and school pride. Erie Elementary School's uniform policy is aimed at achieving these results while preserving a student's right of self-expression and options.

Students are expected to come to school dressed for comfort and ready to learn- clean, well groomed, comfortable, and dressed appropriately for the weather. All school shirts, sweaters and the gym uniform must be ordered through the school. It is mandatory for all students to be in uniform every day, including field trip days, unless otherwise noted by the teacher. The uniform will be enforced beginning the **first day of school**.

Shirts and outerwear

- **Shirts:** K-5, burgundy polo shirts with the school logo, 6-8 navy blue polo shirts with school logos
- **Sweaters:** Burgundy, long sleeve, button-up with school initials or sweater vest with school initials
- Students **may not wear anything underneath their school shirts** *except one white short-sleeve T-shirt and nothing over them except school sweatshirts with the school seal*. T-shirt **sleeves** may **not** be **visible** at any time. Sweatshirts may only be worn over the top of the school shirt, and the collar of the school shirt must be completely visible.
- Any non-school outerwear must be left in lockers or in backpacks.
- All polo shirts must always be tucked whenever students are in school or participating in a school function outside of the building.

Pants/Skorts/Skirts

- Pants should be made from a khaki material (tan).
- Students should wear khaki pants with belt loops, skirts, or skorts. **Capri pants, spandex material, denim (jean) material, cargo and corduroys pants are NOT allowed.**
- **Rubber bands are NOT allowed** around pants.
- Baggy or tight pants will NOT be allowed.
- Pants must be worn at waist level. Other clothing must NOT be visible under pants (ie. boxers or undergarments).
- Skirts must be knee-length or longer and no slit may come above mid-thigh.

Belts

- Belts should be worn at all times with pants.
- No distracting buckles or designs are allowed.

Shoes

- Shoes should be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.
- Socks should be solid white or black.
- Shoe heels should NOT be higher than 2 inches.
- Flip-flops, stilettos, stacks, platform shoes, and house slippers are not permitted.
- Boots are not permitted in the gym room.

Gym Uniforms

- Students must wear school-issued royal blue gym shirts and shorts/pants with logos on the left side.
- Students must wear gym shoes.
- Tight or baggy uniforms are NOT allowed.

Jewelry and makeup

- Earrings on boys should not be larger than $\frac{1}{4}$ inch in diameter. Earrings should avoid wearing earrings during gym class.
- Visible body piercings or tongue piercings are not allowed in school.
- All necklaces must be tucked inside the shirt.
- No heavy make-up is permitted.

Head Coverings

- No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements.
- Hats not worn correctly, after warning, will be confiscated.

Hair

- Hair must be non-distracting and professional.
- Hair can be colored or highlighted only in a natural human hair color.
- No designs of any kind are permitted to be in the hair or on the face. Lines are not allowed in eyebrows.

Tattoos

- No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.

Distractions to the Learning Environment

No clothing, jewelry, hairstyle or makeup that is determined by the school administration to distract from the learning process is permitted. Erie spirit gear may be worn on Fridays or as indicated by school staff during special events and recognition. Spirit gear includes, but is not limited to, sports or club shirts, or college spirit gear. ALL UNIFORMS SHOULD BE CLEAN AND FREE OF ANY HOLES. A washer and dryer near the Community Liaison's office is available to wash school uniforms in case of an emergency.

Parent/Guardian Responsibilities

It is the parent/guardians' responsibility to ensure that their child is in full and correct uniform each day. It is the school's responsibility to ensure that all students are upholding our uniform policy. We will deliver consequences as necessary using this uniform policy as a guideline.

Free Dress Days

"Free Dress Days" are awarded to students when proper uniform is worn everyday for the entire month. Proper uniform is defined in the uniform policy above.

Free Dress Day Dress Code

Free Dress Day clothes, must be appropriate for school. No violent or inappropriate sayings, logos, or pictures are permitted. Shirts should cover the shoulders and stomach (no spaghetti straps, strapless tops, or crop tops are allowed) on both male and female students. Pants should not be overly baggy or too tight and must always be pulled up to the waistline.

Uniform Policy Reminders

A uniform infraction will result in a phone call home by the classroom, homeroom, or advisory teacher to bring the proper uniform to school and a uniform reminder note indicating that the student was out of uniform and must return to school in proper uniform. In grades 5-8, uniform infractions will be logged and a report will be sent home with each progress report.

After the first uniform infraction, the student will not earn their free dress day incentive given at the end of each month. Multiple infractions per month may result in further parent/parent contact, conference with a parent/guardian, or other consequences deemed necessary by the classroom teacher or administration.

Student Privileges & Responsibilities

Take Home Books or Textbooks

Students will have an opportunity to take home classroom library books or textbooks for homework.

Lost Books -This policy was created by Erie students

1. Always keep your book in a safe place at home.

2. Turn the pages carefully when you are reading so you do not tear them.
3. Never write in a book.
4. Do not let little brothers or sisters hurt your book.
5. Do not lose your book. Bring it back on your library day so you can get a new one!

If a student loses or damages a schoolbook, it will be necessary to pay for the cost of the book's replacement. If a lost book is found and returned to the school, the money will be refunded. Because library or textbooks are hardcover and some have a special library binding, the charge is \$15.00 per lost/damaged book

Lockers

Each 6th, 7th and 8th grade student will be assigned a locker and combination lock by the school. The locker is school property, and the school reserves the right to go into any locker when reasonable suspicion occurs, which includes, but not limited to: drugs, weapons, theft, and gang related activity. The student will be responsible for damages to locker and/or lock, including paying a \$8 replacement fee for a lost lock.

All valuables should be left in the locker at all times. The school is not responsible for items that go missing or misplaced. Book bags/backpacks/totes/purses are not to be used during the day, but left in the locker. Student should only carry books and materials that are needed.

Sharing lockers is prohibited. Any misuse of the school locker, including sharing it after warning and defacing of the locker, will lead to loss of privilege.

Technology Policy & Guidelines

Erie Device Loan Program

An Electronic Device will be loaned to the student named below under the following conditions:

Responsible Digital Citizenship Policy Agreement.

- This student laptop loan agreement, which is signed by the parent/guardian, student and staff member of the school, will be kept on file at the school.
- Use of this equipment for any purpose other than educational use may result in loss of privileges.
- The School does not permit unethical use of the Internet, email, or any other media.
- Violation of this policy may result in the loss of Electronic Device Loan privileges and disciplinary action by the school.
- The configuration of the hardware equipment and all accompanying software may not be altered, nor can software be copied to or from the computer, or installed on the computer under any circumstances.
- Parents/guardians accept financial responsibility for cost related to damage due to purposeful action or gross negligence.
- The School will proceed with legal action. The device must be carried safely and secured at all times when not in use.
- The device, which is the property of Erie Elementary Charter School, must be returned prior to the end of the school year, or in the event of school change or early withdrawal.
- The School has provided students information about how to care for the device and how to make responsible use of technology.
- You must return the equipment to the Erie in the same condition as you received it in.
- You must return the equipment in person so that it can be inspected for any visible damage.

Computer Lab & Classroom Devices

The computer lab offers students and staff different software programs and access to the internet. Erie uses Apple computers to provide a safe, user-friendly environment for the students. Web browsing is monitored and a kids-safe browser is used to provide extra security that prevents students from opening websites considered unsafe.

The computer lab is supervised by a teacher. During this time, computer activities are monitored for inappropriate or irresponsible behavior. Such behavior can result in the loss of computer privileges.

School Provided Email Accounts

Each middle school student will be assigned a school email address account. The account is to be used only for school-related activities such as communication between project partners or teachers, or for accessing Google Docs. The account is school property and the school reserves the right to access an email account when reasonable suspicion occurs, which includes, but not limited to: inappropriate words and/or pictures, cyber-bullying, threats, and gang-related activity. Students will be held responsible for all content that is produced using the school email address account; therefore passwords may not be shared.

Personal Cellular Phones and Other Electronic Devices

Students are allowed to possess electronic reading devices such as Kindles, Nooks, other E-Readers, and iPads at their own risk. Erie Elementary is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school. These electronic devices are not permitted to connect to the Internet through a 3G, 4G, or other cellular service provider. Other electronic devices, such as cellular phones, laptops, electronic gaming devices, or other information technology devices may be brought to school and should be kept turned off during the school day and kept in backpacks or lockers throughout the day, not on the student's person. **All communication between home and student during the school day and after school programs should be performed through the office telephone, not student-owned cellular devices. If your child calls you on their personal cell phone, please ask them to hang up and call from a school phone.**

If a student is asked to discontinue using their device, the activity must cease immediately and the device will be confiscated until the end of the school day. If there are recurring incidences, the item will be turned in to an administrator and a parent will be called to retrieve the item. The school reserves the right to monitor, inspect, copy, and review a personally owned device or file when instructor or administration has reasonable suspicion that a violation has occurred.

A student may be allowed to possess personal electronic devices for any good cause after considering a written request from a parent/guardian at the discretion of administration. If administration denies a parent/guardian's request, the parent may appeal to the Erie Board Chairperson. Unless approved by administration, cellular phones and other information technology devices are not allowed at school.

Student Internet Safety Education

In accordance with the CPS Board's Internet Safety Policy each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students.

Medical Policy

Required examinations must be submitted to the main office by the first day of school. Failure to comply will affect enrollment.

Exam & Immunization Requirements

Physical Exam

- Kindergarten Students
- 6th Grade Students
- Transfers (private/out of state)

Dental Exam

- Kindergarten Students
- 2nd Grade Students
- 6th Grade Students
- Transfers (private/out of state)

Eye Exam

- Kindergarten Students
- Transfers (private/out of state)

Immunization Requirements

Diphtheria, Pertussis (Whooping Cough), Tetanus (DTaP/Tdap)

- 4 or more doses
- The last dose qualifying as a booster and received on or after the 4th birthday
- If 10 years have elapsed since the last booster, a tetanus containing a vaccine booster is required
-

Inactivated Polio Virus (Polio Vaccine)

- 3 or more doses
- The last dose qualifying as a booster and received on or after the 4th birthday

Measles, Mumps, Rubella (MMR)

- 1 dose received at 12 months or later
- 2nd dose must be administered at least 1 month after the 1st dose

Hepatitis B (3 doses required)

- 1st dose received at birth or later
- 2nd dose received at least 1 month after 1st dose
- 3rd dose received at least 4 months after 1st dose

Varicella (Chicken Pox)

- Required for students entering preschool and kindergarten

Administering Medication

If a student requires medication during school hours, it will be administered by the office personnel or by the School Nurse. In order to administer any prescribed medication to a student, there must be a doctor's note on file. A written request from the parent/guardian to administer the medication as specified by the physician must also be on file. Forms are available in the office.

If a medication is to be discontinued, the parent/guardian must notify the school in writing. In order to change the dosage of medication, the parent/guardian must obtain a written order from the physician and/or licensed prescriber. For any over-the-counter medication, we must have a note signed by the parent/guardian with instructions.

All medications must be given to the main office. At no time should a student or teacher have medication in their possession. Please see the school office for medication administration forms.

EXCEPTION

Only per parent request may a student with asthma carry their inhaler in order to self-medicate. A self-administration form must be filled out.

School Fee and Fundraising

At Erie, we pride ourselves on creating a school that nurtures the whole child and encourages students and teachers to be life-long learners. Parent school fees and fundraising commitments, whether paid directly or raised by families, go right back into the classrooms. Parent fundraising provides critical classroom supplies, ensures small classroom size, allows for field trips and enhances teacher professional development.

Parents will receive periodic updates on their balances with school fees and fundraising commitments.

School Fee

The school fee is \$100 for the first child, \$50 for each additional child in Erie. **The school fee is due anytime BEFORE the first day of school. This fee increase will include field trip costs.** If there is an economic hardship or financial difficulty, please be sure to speak with the school administration.

Parent Fundraising Support

At Erie, we encourage parents to volunteer in our fundraising events. There will be several fundraisers held throughout the school year to help raise funds for student activities. Parents can also help the school's fundraising efforts by collecting Box Tops for Education, which are found on General Mills products. Another way to help with fundraising, is by going to www.smile.amazon.com, input Erie Elementary Charter School as your charitable organization and proceed with your regular shopping. Amazon will donate 0.5% of the price of your eligible AmazonSmile purchase to Erie Elementary Charter School. Please contact Ms. Carmen Sánchez, our Community Outreach Coordinator to arrange your volunteer time.

8th Grade Activities & Graduation Fee

Each 8th grader at Erie is asked to pay a fee of \$230 to cover the cost of the cap & gown, diploma, autograph book and other memorabilia and graduation supplies. This fee also covers the cost of several unique events that each 8th grader is allowed to attend as a culmination of their experience at Erie including, a multi-campus college trip and camping trip and a graduation luncheon and celebration dance.

Parent Involvement

Parental involvement is essential to a child's academic success and should be fostered from the beginning of your child's school experience. We believe that parents' participation, volunteerism and leadership will enhance Erie's atmosphere and encourage all parents to get involved; your support is indispensable to us.

Volunteer Opportunities

In order to foster independence in our students, we will ask that any volunteer work parents do does not interfere with the child's school day. Please ask your child's teacher about volunteer opportunities in your child's classroom or chaperoning on field trips. Volunteers who are present on a consistent basis within the classroom or school will need to complete a background check and Tuberculosis test.

Parent Committee

The Parent Committee will serve the school's best interests by supporting the school's mission, vision, programs, and activities. It is open to all Erie families and there are no costs to participate. The committee will meet on a monthly basis at a minimum. Meetings are more frequent while planning major programs and activities.

Room Parents

Each year, we look for parents to volunteer as Room Parents. A Room Parent's main responsibility is to facilitate communication among parents and the classroom teacher. For the most part, Room Parents can help solicit donations from parents for classroom parties and events, organize volunteers for classroom events, help promote events among other parents, as well as, collect money for a teacher appreciation gift during Teacher Appreciation Week.

Here are other suggested activities for Room Parents:

- Classroom related tasks: stamping books, organizing the class library, preparing bulletin boards
- Lunch and recess volunteers: Lunch and recess volunteers will need to complete a background check and Tuberculosis test.
- Special Events: Support with school-wide events including fundraisers, book fairs, popcorn sales
- Parent Patrol: assisting children crossing streets before school and arrival into the school from 7:30 AM - 8:30 AM

Communication

PowerSchool

PowerSchool is a Data Management and Learning Management System, which Erie staff will use to input grades, attendance and behavior logs. Parents can use PowerSchool to check their child's grades and attendance in real time. Grades will be updated every Friday in PowerSchool, and parents can view the teacher's comments.

PowerSchool has an app that you can download to your phone to view your child's account. We will mail your login credentials so that you can set up the PowerSchool app on your phone. If you require assistance setting up the PowerSchool app, simply come to our school for help from teachers or our IT staff.

Updating Your Information

Parents are requested to notify the school immediately in the event of a change of address and/or telephone numbers. This is extremely important in case of emergency.

Class Dojo & Email

Erie uses Class Dojo and email as it's primary communication with parents and families. All families should receive a Class Dojo invite from their classroom teacher. Families should stay connected by viewing the school story updates, classroom updates, and using the messaging tool for questions and concerns. A quick video on setting up Class Dojo can be viewed [here](#)

Social Media

Add FB & IG info here

Reminders

DO NOT BRING DISTRACTIONS TO SCHOOL

Items causing a distraction including **cell phones, gum, candy, MP3 players, toys and other electronic devices should NOT be brought to school.** If such items are brought to school, they will be taken and returned to the student or, at times, to a parent/guardian. We highly recommend that parents not allow their children to bring any toys to school; there is always the potential for damage or loss for which the school is **NOT** responsible. If students need a cell phone due to transportation, we will ask that you let the office know and we will permit students to keep cell phones in their book bags during the school day.

BIRTHDAY/TREATS

Treats are allowed for birthdays after arrangements have been made with the teacher **and that adhere to our health and wellness policy. Only store bought or unopened items will be allowed for sharing in classrooms.**

SCHOOL VISITORS

Every visitor should stop by the main lobby first to sign in and receive a visitor's pass. Visitor's passes should be displayed at all times while on campus.

STUDENT SIBLINGS

Incoming kindergarten siblings of current students do not need to fill out an application and can automatically enroll for next year's class. Parents must inform the office by October 1st of the current year to secure enrollment for the upcoming year. Your child must be 5 on or by September 1st in order to start school.

State Mandated Reporting

Any staff that is in constant contact and works with children is by law a state mandated reporter of child abuse and neglect. By law, we are required to report or cause a report to be made to the Child Abuse Hotline number whenever we have reasonable cause to believe that a child known to us in our professional or official capacity may be abused or neglected. If we, as state mandated reporters, fail to report suspected child abuse or neglect, we may be subject to a misdemeanor or subject to license suspension. We understand that the reporting of suspected child abuse or neglect is disruptive to the child and their home life. We will make every attempt to notify a parent prior to making a phone call to the Department of Child and Family Services, but are not required to do so by law.

Discriminatory Harassment Policy

Erie Elementary Charter School (Erie) is committed to maintaining a school and a workplace that is free from discrimination and discriminatory harassment. Any form of unlawful discrimination including harassment based on sex, age, race, religion, disability, national origin, disability, military status, sexual orientation or other characteristic protected by federal, state or local law is absolutely prohibited. Any employee who violates this policy, in any way, whether towards other staff, parents or students, is subject to appropriate discipline up to and including termination.

Discriminatory harassment may include any conduct that is severe or pervasive and based on someone's sex, age, race, religion, disability, national origin, military status, or other characteristic protected by federal, state or local law, whether verbal, non-verbal or physical, where such conduct creates a hostile, intimidating or offensive environment, or unreasonably interferes with a student's learning environment. Examples include, without limitation, making racial or ethnic slurs, jokes or other negative remarks; physical aggression based on a protected characteristic; or threats, pictures, cartoons and other acts that are based on a protected characteristic.

Reporting Discriminatory Harassment

Erie will promptly report all incidents of discriminatory harassment to the Chicago Public Schools Office of Student Protections and Title IX and take appropriate action based on the outcome of the investigation. Any employee found to have violated this policy, in any way, is subject to appropriate discipline up to and including termination. Complaints and investigations will be handled as confidentially and discreetly as possible under the circumstances (absolute confidentiality, however, cannot be guaranteed).

After School Programs

Erie offers a variety of after school program options for our families. Each program is slightly different in its curriculum and its cost. For more information, please contact the program directly for specific details.

Boys and Girls Club: All ages

1214 N Washtenaw

Contact: Jeremy Murphy

Email: j.murphy@ulbgc.org; Number: [\(773\) 772-2187](tel:(773)772-2187)

Flat Fee

BUILD Program: 5th-8th grade Erie students

Located at Erie

Contact: Kreagan Carbone; Email: kreagancarbone@buildchicago.org

School year program: Free

Casa Central: All ages

1343 N California Ave

Contact: Destiny Morales

Email: dmorales@casacentral.org; Number: [\(773\) 645-2300](tel:(773)645-2300)

Subsidized

Erie Neighborhood House

1313 N Claremont Ave (Jose De Diego)

Contact: America Salgado

Email: asalgado@eriehouse.org; Number: [\(312\) 563-5800](tel:(312)563-5800)

School year program: Subsidized

St. Joseph's: All ages

1510 N Claremont

Contact: Eva Leon

Email: eleon@stjosephservices.org; Number: [\(773\) 278-0484](tel:(773)278-0484)

Flat Fee

To The Moon: K-4

Located at Erie

Contact: Frida Tinoco

Email: ftinoco@rinconfamilyservices.org; Number: [\(773\) 350-6271](tel:(773)350-6271)

School year program: Free

Parent Chaperone Agreement

Thank you for volunteering to be a chaperone! You are helping to extend the regular curriculum beyond the classroom and walls of Erie! Your role as a chaperone is an important one, and while enjoyable, requires that you accept certain responsibilities. The purpose of the Chaperone Guidelines is to provide you with an overview of a chaperone's responsibilities, and to make recommendations for appropriate responses to various situations that may arise during the course of a field trip. Should you require any additional information, or have any other questions or concerns, you are invited to meet with your child's teacher or principal to discuss the matter. We value our Parent Chaperones presenting a positive model for our students to follow!

Attendance Guidelines:

- A chaperone must be a parent/guardian of a child in the class taking the field trip.
- A chaperone must be willing and physically able to participate in all activities.
- A chaperone is to abide by all school rules and specific trip rules that may apply due to particular activities.

If you are chaperoning an Erie field trip, be sure to:

- **Arrive on time and bring a watch** -- It is important that chaperone's be on time since trips are planned to depart and return to school at specified times. Performances, tours, or activities during the trip are scheduled and delays may disrupt the field trip for everyone.
- **Dress according to school dress code** -- Casual, comfortable dress is recommended and should be appropriate for the activity. Listen to the weather report and anticipate changes. When in doubt, bring rain gear or dress in layers.
- **Know the children in the group** -- The classroom teacher should supply a list of students' names in your group.
- **Talk to the teacher** -- Don't hesitate to ask questions if you have doubts as to what should be done in a given situation. The teacher is in charge, and her/his directions must be followed at all times. If a child refuses to follow your instructions, inform a teacher as soon as possible. Please speak to the teacher privately and discreetly if you have any concerns.
- **Watch and monitor carefully** -- Always think of the children's safety first. Be alert to potential dangers (stray animals, strangers, traffic, etc.) Don't take any chances. If necessary, move children to a safe place and inform the teacher.
- **Please speak to students using positively-framed, affirming language**, in accordance with Erie's approach to education. Continually reinforce behavior by reminding students what they *should* be doing to meet expectations.
- **Reserve cell phone usage for emergencies only.**
- **Post pictures of only yourself and your child on social media** -- Please refrain from posting pictures of other children. All of our children HAVE NOT granted permission to be photographed. These great snapshots can be shared with your teacher and they are able to share them out and the school can post them on our social media sites once all participants have been verified.

AT ALL TIMES, please refrain from:

- Smoking, drinking alcoholic beverages, or using illegal substances during the field trip.

- Bringing along siblings or other children. Your responsibility is to the children in your group. Insurance regulations do not permit parent chaperones to bring other family members on school field trips.
- Leaving children alone or unescorted. It is your responsibility to keep the group together and when necessary, escort children to the appropriate bathroom. If you are of the opposite sex of your group, please coordinate bathroom stops with another chaperone to ensure that students are supervised in the appropriate bathroom at all times.
- Purchasing souvenirs or food without prior permission of the teacher. Because of possible allergies, please do not provide food for distribution to children during the field trip or en route to or from the destination.
- Touching or physically restraining a child. Unless a child poses an imminent threat to the safety of him/herself or others, chaperones should never physically handle a student. Should a child refuse to follow your directions, inform the teacher immediately.
- Releasing students to anyone other than the teacher. Parents/guardians who want to take children home during a field trip must secure permission from the teacher.
- Administering ANY medications to a youngster. All medical situations must be referred to the classroom teacher.

IN THE EVENT OF AN EMERGENCY

- The supervising teacher, or a designed volunteer, will be responsible for the first aid kit.
- Use latex gloves (in the first aid kit) when handling all bodily fluids, including blood products.
- Report all illnesses and injuries to the teacher.

By signing below, I am requesting to go on the planned trip to _____ on _____ with my child _____ of _____ Advisory. I have read, understand, and agree to follow these guidelines as a Parent Chaperone set by Erie Administration.

 (Name Printed)

 (Signature)

 (Date)