



ELGIN MATH & SCIENCE ACADEMY
CHARTER SCHOOL

1600 Dundee Avenue, Elgin, IL 60120
www.elginmathandscience.org

August 1, 2019

Dear Parents, Guardians, and Students of EMSA,

Welcome to the Elgin Math & Science Academy Charter School! At EMSA, we know that students reach their highest potential through intentional and thoughtful instructional practice. Starting with the leadership of the school, we model the social responsibility to create powerful instructional outcomes for all our students in three-dimensions of student achievement: mastery of knowledge and skills, development of character and the ability to produce high quality work.

As active contributors to a better world, EMSA students will learn to be engaged citizens through a program that asks for their best each day and shows them the way. Our staff strives to carry out this mission each day. We ask for your commitment to our mission.

This handbook, approved by the Board of Directors, includes policies and procedures to help us accomplish this. Please be sure to read it and keep it for reference. Although it is not comprehensive, we tried to make it helpful and clear. Let us work together to provide a positive atmosphere and the best education possible for our students. Contact us any time, if you have questions or concerns.

We are so excited to bring the WOW and WONDER of this engaging program to our students. Thank you for choosing to be a part of our crew! We are ready to take off!

Sincerely,

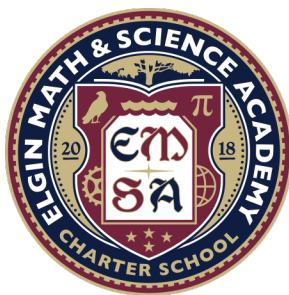
Lezlie Fuhr
School Principal

TABLE OF CONTENTS

FIRST DAY OF SCHOOL 2019/2020	5
OUR MISSION & VISION	5
INTRODUCTORY INFORMATION AND GENERAL NOTICES	6
General School Information	6
The Board Of Directors	6
Administration	6
Chain Of Command	7
Residency	7
Visitors	8
Animals On School Property	8
School Volunteers	8
Parent Volunteers And Confidentiality	8
Parent/Teacher Conferences	9
Parent Involvement	9
Campbell’s Soup Labels And Box Tops	9
Sending Money To School	9
Facility Use	9
Invitations, Gifts, Birthday Parties, And Treats	9
Emergency School Closings	10
Video And Audio Monitoring Systems	10
Equal Opportunity And Sex Equity	10
Accommodating Individuals With Disabilities	10
Students With Food Allergies	10
Care Of Students With Diabetes	11
Treats And Snacks	11
School Wellness Policy	11
Healthful Food And Beverage Options For School Functions*	13
ATTENDANCE AND PROMOTION	13
Attendance	13
Student Absences	14
Pre-Arranged Absences	14
Absences Due To Illness	15
Release Time For Religious Instruction/Observance	15
Make-Up Work	15
Truancy	15
Tardiness	16
Academic Excellence	16
Progress And Promotion	16
Standards Based Grading	17
Habits Of Scholarship	18

Daily Instructional Practice	22
Home And Hospital Instruction	23
Exemption From Physical Education	23
STUDENT FEES AND MEAL COSTS	24
Fines, Fees, And Charges; Waiver Of Student Fees	24
School Breakfast And Lunch Program.....	24
Lunchroom Expectations.....	24
Soda At School.....	25
Bus Transportation	25
Bus Conduct	27
HEALTH AND SAFETY	27
School Nurse	27
Immunization, Health, Eye, And Dental Examinations	27
Birth Certificates	28
Student Medication	29
Self-Administration Of Medication	29
Illness During School.....	29
Concussions/Head Injuries	30
Safety Drill Procedures And Conduct	30
Supervision On An Open Campus	30
Environmental/Outdoor Experiences	31
Outdoor Apparel.....	31
Communicable Diseases	32
Head Lice	32
DISCIPLINE AND CONDUCT	32
General Building Conduct.....	32
School Hours	32
General School Rules	32
Playground Rules	33
Indoor Recess Rules	35
Other General Rules	35
Damage To School Property	35
Student Lockers And Cubbies.....	35
Uniform Policy <i>General Student Dress Guidelines</i>	36
Uniform Guidelines.....	36
Behavior/Discipline Guidelines	38
Re-Engagement Of Returning Students	39
When And Where Conduct Rules Apply	39
Prevention Of And Response To Bullying, Intimidation, And Harassment	39
Sexual Harassment Prohibited	41
Access To Student Social Networking Passwords And Websites	41
Student Use Of Electronic Devices	42

INTERNET, TECHNOLOGY AND PUBLICATIONS	43
Internet Acceptable Use	43
Search And Seizure	45
SPECIAL EDUCATION	46
Education Of Children With Disabilities	46
Discipline Of Students With Disabilities	46
Access To Classroom For Special Education Observation Or Evaluation	47
STUDENT RECORDS AND PRIVACY	47
Student Privacy Protections	47
Instructional Material	47
Student Records.....	48
Student Biometric Information.....	49
PARENTAL RIGHT NOTIFICATIONS	50
Teacher Qualifications	50
Standardized Testing	50
Annual Academic Testing.....	50
Homeless Child's Right To Education	51
Parent Involvement Compact (Title 1).....	51
Section 504 Policies	52
School Improvement Process (Sip)	52
Multilingual Learners Program	52
Rti Response To Intervention.....	53
Lost And Found.....	54
School Pictures.....	54
Yearbook	54
Telephone Use And Messages	54
Change Of Telephone Number Or Address	54
Pesticide Application Notice	54
Mandated Reporter	54
Hearing Impaired: Request For An Interpreter	55
Drug, Alcohol, And Tobacco Free Environment	55
Leaving School Without Permission	55
Sex Offender Notification Law	55
Violent Offender Community Notification	55
VEHICLES: PARKING, ARRIVING, AND DISMISSAL	56
Am Drop Off	56
Pm Pick-Up	56
Early Pick-Up.....	56
PARENT/GUARDIAN HANDBOOK ACKNOWLEDGEMENT	57



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FIRST DAY OF SCHOOL 2019/2020

First Day for students

August 15th 8:00 a.m. – 3:00 p.m. *Full attendance day.*

OUR MISSION & VISION

At EMSA, students and teachers will reach their highest potential through active exploratory learning and social responsibility.

At EMSA...

We welcome individuals of all backgrounds and abilities to our school.

We nurture children's natural curiosity.

Our students are leaders in their own learning.

Our teachers and students hold high standards for their own work.

Our students are critical thinkers who excel in math and science.

Our students develop the skills to be responsible individuals.

Our mission embodies three important concepts: that EMSA students and teacher are explorers, stewards, and embrace a growth mindset. We have chosen 4 habits of scholarship that reflect these values and will be embraced and celebrated at our school — **COURAGE, CREATIVITY, RESPECT & RESPONSIBILITY**. Respect and Responsibility are traits of a good steward. Courage and Creativity are reflected the work of an explorer and embrace a growth mindset.

EMSA NORMS

These Habits norms are the ways in which we conduct ourselves at Elgin Math and Science Academy

Respect

I can value myself, others, and the environment through actions of listening, caring and sharing.

I can build mutual trust where all voices are heard and honored.

Responsibility

I can be mindful, prepared and ready for learning.
I can engage in all activities and take ownership of my actions.

Courage

I can grapple with and overcome challenges by believing in myself.
I can help others to dive in, get stuck, and push through.

Creativity

I can challenge myself to explore and express new ideas.
I can appreciate the unique thoughts and work of others.

INTRODUCTORY INFORMATION AND GENERAL NOTICES

GENERAL SCHOOL INFORMATION

This handbook is a summary of the school’s rules and expectations.
It is not a comprehensive statement of school procedures.

THE BOARD OF DIRECTORS

Current School Board members are:

Ms. Kerry Kelly	<i>President</i>
Mr. Dennis Verges	<i>Vice-President</i>
Ms. Doree Haight	<i>Secretary</i>
Mr. Adam Gray	<i>Treasurer</i>
Ms. Melanie Gibb	<i>Member</i>
Mr. Baldemar Lopez	<i>Member</i>
Mr. Gary Swick	<i>Member</i>
Ms. Kimberly Shaw	<i>Member</i>
Mr. Brian Pinion	<i>Member</i>

ADMINISTRATION

The Board of Directors has hired EMSA’s Founding Principal, **Ms. Lezlie Fuhr**. Ms. Fuhr has hired the following administrative staff to assist in the operation the school:

Mr. Frank Bisconti	<i>Director of Finance and Operations</i>
Ms. Jacquelyn Willer	<i>Dean of Student Culture</i>
Ms. Sarah Said	<i>Director of Language and Equity Programs</i>
Ms. Sarah Fisher	<i>Director of Special Education</i>
Ms. Lina Ayesh	<i>Instructional Coach</i>

CHAIN OF COMMAND

The Elgin Math & Science Academy Charter School takes pride in its communication efforts with all stakeholders of the School. To ensure that parent concerns or issues are heard by the appropriate individual who can resolve the issue at the point of origin and provide a direct response, the Board of Directors asks that parents follow the School's Chain of Command outlined below. It is the intent of the Chain of Command to resolve concerns and issues during the earliest steps with the individual (s) directly involved with the concerns.

- Step 1** In the event of a concern, a parent or community member should contact the teacher, supervisor, coach, or staff member who is directly involved with the concern or situation.
- Step 2** If a parent or community member has completed Step 1 and feels that the issue or concerns was not remedied, they should contact the Director/Coordinator of the program, or the Dean of Culture.
- Step 3** If a parent or community member has completed Step 1 and Step 2, and feels that the issue or concern warrants yet further discussion, the parent or community member should then contact the Principal.
- Step 4** If the issue or concern of the parent or community member still remains after the completion of Steps 1, 2, and 3, the parent or community member should contact a School Board member. The Board member in consultation with the Board President and Principal will re-direct the individual back to the appropriate level or request that the concern be placed on the Board of Directors agenda for full Board discussion.

RESIDENCY

Only students who are residents within the boundaries of School District U-46 may attend EMSA without a tuition charge. A student's residence is the same as the person who has legal custody of the student. Anyone seeking to enroll a student must present an original certified or registered birth certificate for the student and proof of residency. Residency can be established by providing school officials with the following:

Category I (*one document required*)

- Most recent property tax bill and proof of payment
- Mortgage papers
- Signed and dated lease with proof of the last month's payment
- Letter from manager and proof of last month's payment
- Letter of residence from landlord

AND

Category II (*one documents required*)

- Driver's license
- Vehicle registration
- Voter registration
- Recent cable, electric, gas, or water bill
- Public aid card
- Current homeowners/renter's insurance policy
- Current library card
- Receipt for moving van rental
- Mail received at new residence

VISITORS

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the reception desk. Visitors should identify themselves and inform office personnel of their reason for being at school.

Adult visitors will need to bring a state identification such as a driver's license to be scanned through our background check system: Raptor. Raptor will print out a badge that the visitor will need to wear during the time they are at EMSA. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the reception desk and return their Raptor badge. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

ANIMALS ON SCHOOL PROPERTY

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

SCHOOL VOLUNTEERS

All school volunteers must complete a background check through Secure Volunteer and be approved by the school principal prior to assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Secure Volunteer is an easy to use online system created to help organizations manage volunteer screening. Use the secure online system to request your background check with just a few steps. Once your background check is complete, we will review and notify you by email when you have been approved. You will also receive a Secure Volunteer ID card to verify your background screen has been completed.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

PARENT VOLUNTEERS AND CONFIDENTIALITY

School volunteers should understand the importance of confidentiality. Volunteers may see or hear things in the school setting or at school activities (field trips, school events, etc.) that are private matters and should be considered confidential. These things should only be discussed with or repeated to the volunteer's supervisor, teacher, or principal. Even if the volunteer knows the parent of a child they work with, confidential matters should not be discussed with them. These matters should go to the parent from the teacher involved or the principal. Matters of concern should be reported to the supervisor, teacher, or principal. Of course, volunteers should not take the liberty of reading or browsing through documents that are private. We honor our students' and parents' right to confidentiality. This builds the trust that is essential for the good of our school community.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences (Gr. K - 4) are scheduled for all parents in October. A second conference day in February will also be held. Parent/Teacher conferences provide opportunities for parents and teachers to discuss each child's progress on a planned basis. Purposes for parent-teacher conferences:

- To develop a positive relationship between parent and teacher so each may work to the greatest advantage of the child.
- To enable parents and teachers to discuss the child's progress at home and at school.
- To consult with each other in order that both may be in a better position to secure the best reaction from the child at all times.

Conferences should be scheduled at any time the teacher or parent believes one is necessary.

PARENT INVOLVEMENT

Each year we send home a note-seeking volunteers for various school initiatives or projects. If you did not have a chance to volunteer and would like to be involved, please call the administrative assistant. We will send you a form or simply add your name to the list of volunteers for those projects you are interested in. Any way you can help will be appreciated.

CAMPBELL'S SOUP LABELS AND BOX TOPS

We do collect Campbell's soup labels to earn equipment and materials for the school. We also collect Box Tops that we turn in for 10 cents each. Please send them to the classroom teacher or office anytime during the year.

SENDING MONEY TO SCHOOL

Any time money is sent to school for any purpose, please seal it in an envelope with the following information on the envelope: **child's name, teacher, purpose, and amount.**

FACILITY USE

The use of school facilities is not automatically extended to any person or group. Approval of facility usage is at the discretion of the administration. The School reserves the right to limit or refuse use of facilities and to require cash deposits or certificates of insurance from any individual or organization with respect to rental or use of any school facility.

INVITATIONS, GIFTS, BIRTHDAY PARTIES, AND TREATS

Birthdays are a wonderful celebration and we want to honor them at EMSA. We will ensure that birthday celebrations are inclusive of all students and model celebrating without food. Families can choose to provide a gift to the classroom in honor of their child's birthday. **Party invitations, flowers, gifts, thank you notes or treats for classmates should NOT be brought to school to be distributed to other students.** Flowers and gifts delivered to the school are discouraged and will be sent home with the parent instead of being delivered to the child. Talking about birthday parties at school should be kept to a minimum to respect all students.

EMERGENCY SCHOOL CLOSINGS

In cases of bad weather and other local emergencies, please listen to any messages sent through the Parent Notification System as well as local radio or television stations to be advised of school closings or early dismissals. School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. Additionally, school closings and early dismissals will be posted to the Emergency Closing Center website which can be found at: <https://www.emergencyclosingcenter.com/>.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically cancelled.

VIDEO AND AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student or parent/guardian with a sex equity or equal opportunity concern should contact Lezlie Fuhr, School Principal.

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 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.

STUDENTS WITH FOOD ALLERGIES

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules. **If your student has a life-threatening allergy or life-threatening chronic illness, please notify the Principal.**

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses

may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

CARE OF STUDENTS WITH DIABETES

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated EMSA representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the Principal.

TREATS AND SNACKS

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks should NOT require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

SCHOOL WELLNESS POLICY

The School has a school wellness policy in accord with federal law that promotes goals for good health, physical activity, and nutrition education. In supporting and promoting good nutrition for students we recommend that parents consider sending nutritional treats for seasonal parties and such. For a full version of our School Wellness Policy, please visit our school website.

NUTRITION STANDARDS

Meals

All reimbursable meals served for the purposes of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet or exceed USDA nutrition standards and regulations. This includes meeting standards for each of the meal pattern components (i.e. Grains, Meat/Meat Alternates, Fruits, Vegetables, and Milk) as well as meeting or exceeding the limitations set for calories, sodium, saturated fat, and trans fat.

Other Foods and Beverages

The following policy refers to all foods and beverages provided, but not sold to students. The Local Education Agency will prohibit the use of food as a reward or as part of a celebration. Providing alternatives to food as a reward promotes healthier habits by reducing exposure to less nutritious food items and, therefore, the amount of

calorie-dense food items consumed (e.g. cakes, cookies, candy, etc.). This helps children develop improved food preferences and hunger cues to carry them throughout life. Instead, schools will implement the following methods for rewards and celebrations:

- Crew Cheers
- Positive Notes
- Celebrations of Learning

Fundraisers

All fundraisers promoting food and/or beverage items that are held on school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day) must meet Smart Snacks nutrition standards.

The school shall also utilize non-food fundraisers to promote healthy habits and well-being. The school will implement the following non-food fundraising ideas:

- Box Tops for Education

NUTRITION PROMOTION

The Smarter Lunchrooms Movement uses behavioral economics to positively influence food choices made by children. The evidence-based techniques implemented through the Movement have been proven to increase children's consumption of nutritious foods. The District shall participate in the Smarter Lunchrooms Movement by utilizing the Smarter Lunchrooms 60-point Scorecard and other educational and promotional tools. The District shall implement the following Smarter Lunchrooms techniques:

- Sliced/cut fruit and vegetables served at all service lines
- Fruit and vegetables are per cut and paired with low fat dip
- Milk cases are full
- White milk is available in all coolers
- Lunch personnel smile and greet all students
- Attractive and healthful posters are hung on the walls
- Cleaning supplies are not in view
- All lights work
- Trash cans are emptied when full
- Opportunities for student volunteers

Farm to School efforts positively impact School Nutrition Programs by serving fresh and nutritious food items. Additionally, Farm to School programs have been linked to increased consumption of fruits and vegetables. The District shall participate in the following Farm to School activities:

- Harvest of the Month – Sponsored by Gourmet Gorilla

HEALTHFUL FOOD AND BEVERAGE OPTIONS FOR SCHOOL FUNCTIONS*

At any school function (parties, celebrations, meetings, etc.) healthful food options should be made available to promote student, staff and community wellness. Examples of nutritious food and beverages that are consistent with the *Dietary Guidelines for Americans* are listed below.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit wedges-cantaloupe, honeydew, watermelon, pineapple, oranges, tangelos, etc.
- Sliced fruit-nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient
- Dried fruits-raisins, cranberries, apples, apricots
- Single serving applesauce or canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk
- Trail mix (*dried fruits and nuts*)
- Dry roasted peanuts, tree nuts and soy nuts (*not coconut or palm nuts*)
- Lean meats and reduced fat cheese sandwiches (*use light or reduced fat mayonnaise in chicken/tuna salads*)
- Party mix (*variety of cereals, nuts, pretzels, etc.*)
- Pretzels or reduced fat crackers
- Baked chips with salsa or low-fat dip (*Ranch, onion, bean, etc.*)
- Low-fat muffins (*small or mini*), granola bars and cookies (*graham crackers, fig bars*)
- Mini bagels with whipped light or fat-free cream cheese
- Pasta salad
- Bread sticks with marinara
- Fat-free or low-fat flavored yogurt and fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (*string cheese, single-serving cottage cheese, cheese cubes*)
- Flavored soy milk fortified with calcium
- Pure ice cold water

**This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices.* Not all food and beverage items on this list will necessarily meet district nutrient standards as items vary in sugar, fat and calorie content from brand to brand. However, all of the items in the list are believed to be consistent with the intent of the wellness policy to promote student health and reduce childhood obesity.

ATTENDANCE AND PROMOTION

ATTENDANCE

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

STUDENT ABSENCES

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the principal. *All other absences are considered unexcused.* Pre-arranged absences must be approved by the principal. The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent or guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student will be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

PRE-ARRANGED ABSENCES

Families are encouraged to use the pre-arranged absence process in the event an absence from school can be predicted. This process helps with communication regarding assignments and make-up work.

Forms for approval are available at the reception desk. Upon completion of the form, the principal will review the purpose of the pre-arranged absence. The purpose will be evaluated in accordance with the definitions for excused and unexcused absences. After the administrative evaluation, the family will be notified if the pre-arranged absence is an excused absence or unexcused absence.

To obtain a pre-arranged absence, a student's parent/guardian is required to give 48 hours' notice in writing to the school office. The written notice should include reasons and dates of absences. A form for pre-arranged absences is available at the reception desk. The student is to use the form to notify teachers of the absence(s). Upon this notification, appropriate assignments may be given before the absence or after the absence. These assignments may be due before the absence or upon the student's return to school, as determined by the teacher. Credit is not given for assignments that are not submitted. The building administrator may determine that a pre-arranged absence form is necessary for school sponsored events that take a student out of regular class.

Vacations are encouraged when school is not in session. Vacations during the school year interrupt the educational process and students do not receive the adequate instruction from the teacher. When it is necessary for a student to miss school for a vacation, the following procedure must be followed.

1. Student/parent brings written notification to school.
School provides the pre-arranged form to student/parent.
2. Student/Parent completes pre-arranged form and submits to the principal for approval.
Student follows the building process for notifying teachers of the absence(s).
3. Teachers may provide the assignment before the absence or upon the student's return to school.
4. Upon, return to school, the student will have 1 day for each day of absence to complete the assignments.

5. Any school work submitted after the deadline will be considered late and will be subject to the grading policy in place for the school/teacher regarding late work.
6. Pre-arranged absences for vacations will be recorded as unexcused in accordance with Illinois School Code. If a pre-arranged form is used while a student is on vacation, credit will be given for assignments provided the completed work fulfills the completion policy.

ABSENCES DUE TO ILLNESS

Many studies show that successful performance in school is dependent upon regular student attendance and participation. Successful performance in school can directly impact the choices available to students later in life. Because of the magnitude of this impact, school officials are required to monitor student attendance.

One piece of this monitoring includes the oversight of student health needs in relationship to their attendance and scholastic advancement. It is the practice of EMSA to require that if a student is continually sick and repeatedly absent from school due to illness that said student must be under the supervision of a physician in order to receive an excuse from attendance. The diagnosis of the licensed medical professional is used to support the parent in parenting and to support the school with the delivery of services. Without the support of the medical professional, valuable time and resources could be misdirected. It is the practice of EMSA to require a doctor's excuse after 10 days of excused absence (within an academic year) based on communications from the parent or guardian that their child is ill. All absences after the 10-day mark are recorded as unexcused unless a remedy is established between the school and the family.

In the event a student has a chronic or documented health condition, parents should readily communicate this to school officials for documentation in the student file. This communication will secure that all resources can be reviewed to support the child and family in the school setting.

Students and families who abuse the approved and excused absences policy will be considered to have committed academic dishonesty. Examples of abuse include falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved.

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s). Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

MAKE-UP WORK

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit.

TRUANCY

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% or more of the prior 179 regular school days

without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

Parents will receive notice of truancy after 4, 7, and 9 days of unexcused absences. Upon the 4th unexcused absence or tardy, a truancy packet is completed and sent to the Truant Officer at the Regional Office of Education. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

TARDINESS

Students are considered tardy if, **for any reason**, they are not in their assigned classrooms by 8:00 a.m. Tardiness becomes part of the student's official attendance record and will be reported to parents each quarter.

Being late not only has a negative effect on the tardy student, but also disrupts the class in progress and puts unnecessary burdens on the teacher's precious time. We ask parents to see that their child arrives "on time" each day. Excessive tardiness may be reported to the truant officer by the principal. If your child must be tardy, please call the school before 8:15 a.m. to let us know what his/her plans are for lunch. We order lunches early and need an accurate count for all students to get a lunch.

ACADEMIC EXCELLENCE

We want students to be proud of their work and to produce work of the highest quality and to the best of their ability. Essential to academic excellence is academic honesty. Behavior that is unacceptable includes, but is not limited to:

- Working with others on projects that are meant to be done individually
- Copying another student's work
- Looking at or copying another student's assessment answers
- Allowing another student to look at or copy answers from an assessment
- Using any other method to get/give assessment answers
- Taking an assessment in part or in whole to use or to give others
- Copying information from a source without proper attribution
- Taking papers or portions of papers from other students, publications, or the Internet
- Having someone other than the student prepare the student's work
- Forging an adult signature

PROGRESS AND PROMOTION

School report cards are issued to students on a quarterly basis. For questions regarding student progress, please contact the classroom teacher.

Elgin Math and Science Academy wants all students to succeed. If student progress has not met certain standards, they may be held back so that they can achieve success before advancing to the next grade level. The decision to retain a student will be a joint decision with the teachers, administration, other support staff, and the family working toward a solution that is best for the individual student's needs. If an agreement cannot be reached, the decision will be left to the discretion of the principal.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, and performance on standardized tests and other testing. A student will not be promoted based on age or any other social reason not related to academic performance.

STANDARDS BASED GRADING

EMSA will implement Standards Based Grading (SBG) to better assist teachers, students and parents with a greater understanding of what a student knows. SBG makes sure that all major assignments (assessments, final projects, etc.) are linked to a grade level standard. These standards are then graded on a 1-4 scale explained below:

STANDARD NOT MET

A “1” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress toward meeting the standards or criteria of a given assessment by an established deadline. Often times, this means that the student needed some type of adult support to attempt the task.

APPROACHING STANDARD

A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency. This may mean that a student has met a majority (51%) of the performance indicators or criteria for that assessment. This is a student who can do the task independently, but is not consistent and has not mastered the standard and therefore, may make many mistakes.

STANDARD MET

A “3” is given when a student's work fundamentally meets the standard being addressed. It is competent work that demonstrates the essential skills and knowledge for that grade level. All of the criteria are met on the rubric in the Standard Met section.

EXCEEDING STANDARD

A “4” is given when a student's work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis, and application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task or prompt, not required of all, in order to be eligible for an exceeds the standard rating. All of the criteria for exceeds the standard is met on the rubric in the Exceeding Standard section.

At EMSA, our target is for students to achieve a **3 or higher**. Report cards will be given on a quarterly basis. The dates for the end of each quarter are included on the School Calendar.

For additional questions or concerns regarding Standards Based Grading, please contact the principal.

HABITS OF SCHOLARSHIP

Traditionally, characteristics such as completing homework or assignments in a timely manner have directly impacted students’ grades. In that model, students grades are affected by their learner characteristics, leaving parents confused as to why their student got a “B” in math when he gets “A’s” on all of the tests. Standards Based Grading gives all stakeholders (parents, students, and teachers) a better picture of what the student knows, and separately, how the student is able to use the Habits of Scholarship (HOS). Each grade level may choose to focus on specific learner characteristics that are appropriate to the development of the student at that given age. Our Habits of Scholarship at EMSA are Courage, Creativity, Respect and Responsibility. The following table outlines what we expect of students within these Habits of Scholarship at each given grade level. Students will self-assess themselves quarterly on these habits and get feedback from teachers on how to best improve upon these HOS.

Responsibility

	K	1	2	3	4
<i>Integrity and Personal Accountability</i>	<p>I tell the truth, even after I make a mistake.</p> <p>I make amends when I have hurt someone or something with support.</p>	<p>I tell the truth, even after I make a mistake.</p> <p>I make amends when I have hurt someone or something.</p>	<p>I tell the truth, even after I make a mistake.</p> <p>I make amends when I have hurt someone or something.</p>	<p>I tell the truth, even after I make a mistake.</p> <p>I make amends when I have hurt someone or something.</p>	<p>I tell the truth, even after I make a mistake.</p> <p>I make amends when I have hurt someone or something.</p> <p>I take accountability for my actions, and the actions of other through mentorship opportunities.</p>
<i>Self Awareness</i>	<p>I recognize when I am my best self and have made a good choice.</p>	<p>I recognize when I have made a poor choice and act to change it with support.</p>	<p>I recognize when I have made a poor choice and act to change it.</p> <p>I am my best self, even in challenging situations.</p>	<p>I recognize when I have made a poor choice and act to change it.</p> <p>I am my best self, even in challenging situations.</p>	<p>I actively seek to make the right choice, and recognize when I have made a poor one by strategizing how to improve it.</p> <p>I am my best self, even in challenging situations.</p>

<p><i>Being Crew</i></p>	<p>I am a part of the group.</p> <p>I care for my classroom and materials.</p> <p>I am an active participant in my crew.</p>	<p>I help myself and others learn.</p> <p>I care for my classroom and materials.</p> <p>I am an active participant in my crew and classroom community.</p>	<p>I help myself and others learn.</p> <p>I care for my classroom and materials.</p> <p>I leave spaces better than I find them.</p> <p>I am an active participant in my crew, classroom, and school community.</p>	<p>I make my classroom a place where everyone feels good and can do their best work.</p> <p>I care for my classroom and materials.</p> <p>I leave spaces better than I find them.</p> <p>I am an active participant in my crew, classroom, school and community.</p>	<p>I make my classroom a place where everyone feels good and can do their best work.</p> <p>I care for my classroom and materials.</p> <p>I leave spaces better than I find them.</p> <p>I am an active participant in my crew, classroom, school and greater community.</p>
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Courage

	K	1	2	3	4
Explorer	<p>I ask questions to explore new ideas and experiences.</p> <p>I try new things.</p> <p>I explore my world.</p>	<p>I ask questions to explore new ideas and experiences.</p> <p>I try new things.</p> <p>I explore my world.</p>	<p>I ask questions to explore new ideas and experiences.</p> <p>I try new things.</p> <p>I explore my world.</p>	<p>I ask questions to explore new ideas and experiences.</p> <p>I take risks to explore my world.</p>	<p>I ask questions to explore new ideas and experiences.</p> <p>I take risks to explore my world.</p>
Advocacy	<p>I ask for help when I need it.</p>	<p>I speak up for myself and others.</p>	<p>I speak up for myself, others and living things.</p>	<p>I advocate for people, things and ideas that are important, even when it is hard.</p>	<p>I advocate for people, things and ideas that are important, even when it is hard.</p> <p>I encourage others to do the right thing, even when it is hard.</p>
Vulnerability	<p>I share about myself and my feelings.</p> <p>I share my thinking even when I am not sure.</p>	<p>I share about myself and my feelings.</p> <p>I share my thinking even when I am not sure.</p>	<p>I share about myself, my feelings and ideas.</p> <p>I share my thinking even when I am not sure.</p>	<p>I share about myself, my feelings and ideas.</p> <p>I share my thinking even when I am not sure.</p>	<p>I share about myself, my feelings and ideas.</p> <p>I share my thinking even when I am not sure.</p>

Creativity

	K	1	2	3	4
<i>Problem Solving</i>	I try to solve problems using the tools that I have.	I try to solve problems using the tools that I have.	I try to solve problems using the tools that I have.	I share new ideas to help me solve problems.	I share new ideas to help me solve problems.
<i>Being Open and Flexible</i>	I keep an open mind and try new things.	I keep an open mind and try new things. I listen to others and engage with their ideas.	I keep an open mind and try new things. I listen to others and engage with their ideas.	I keep an open mind and try new things. I seek new ideas. I listen to others and build on their ideas.	I keep an open mind and try new things. I seek new ideas. I listen to others and build on their ideas.
<i>Generating Ideas</i>	I have ideas and share them.	I have ideas and share them.	I generate ideas that support my work and the work of others.	I generate ideas that support my work and the work of others.	I generate ideas that support my work and the work of others.

Respect

	K	1	2	3	4
<i>Inclusion</i>	I recognize that people are different from me.	I find the value in the differences between myself and my crew.	I find the value in the differences between myself and my community.	I actively seek out those who are different from me because I know they have a different perspective to add.	I actively seek out those who are different from me because I know they have a different perspective to add.
<i>Physical</i>	I show respect by keeping hands to myself and honoring personal space. I take care of classroom materials.	I show respect by keeping hands to myself and honoring personal space. I take care of my classroom materials.	I show respect by keeping hands to myself and honoring personal space. I take care of my classroom as a whole.	I show respect by keeping hands to myself and honoring personal space. I take care of my classroom as a whole.	I show respect by keeping hands to myself and honoring personal space. I take care of my classroom as a whole.
<i>Open Minded</i>	I can hear others opinions/thoughts without passing judgement. I make my classroom a safe place by letting others speak their mind.	I can hear others opinions/thoughts without passing judgement. I make my classroom a safe place by letting others speak their mind.	I can hear others opinions/thoughts and use past knowledge to have a discussion. I make my classroom a safe place by letting others speak their mind.	I can hear others opinions/thoughts and use past knowledge to have a discussion. I make my classroom a safe place by letting others speak their mind.	I can hear others opinions/thoughts and use past knowledge to have a discussion. I make my classroom a safe place by letting others speak their mind.

DAILY INSTRUCTIONAL PRACTICE

Daily instructional practice can be an in-class learning experience or an out-of-class learning experience assigned by a teacher to further a student’s educational development. These assignments are adaptations or applications of the classroom instruction used by the teacher to monitor student learning and how to better direct student understanding of designated learning goals. In alignment with the Common Core Standards adopted by the State of Illinois, classroom teachers will be assessing primarily in the classroom as they look for evidence of skill and concept mastery by students.

Effective Daily Instructional Practice:

While EMSA does not require practice to be assigned daily, the characteristics of effective daily practice are that it be:

- curriculum-based and meet the developmental needs of students through differentiation, modifications, and accommodations
- purposely planned to support student learning and avoid student overload
- reviewed and discussed with students in a timely manner
- mindful of resources available to students outside of the classroom
- non-punitive in nature

Daily Instructional Practice and Time Management

Daily practice can be assigned at any time. Teachers are asked to collaborate with other relevant subject teachers to ensure that students have ample time to prepare for workloads relating to the grade level curriculum. Whenever possible, teachers are encouraged to provide students and their families with advance notice of major projects/assigned work to allow for flexible time management. Teachers are encouraged to have a heightened awareness of holidays and extended breaks from the classroom.

Suggested Amount of Time to be Spent on Daily Instructional Practice Outside of the Classroom

Kindergarten	10-15 minutes, up to 4 times a week
1st-2nd Grade	20-30 minutes, up to 4 times a week
3rd- 6th Grade	30-60 minutes, up to 4 times a week

** Parents with students who continually need extended time to complete the assigned daily practice should request a parent-teacher conference at the earliest convenience of the parent.*

Daily Instructional Practice during Extended Absences

Teachers shall not be expected to provide detailed classroom work and daily practice assignments for students who are away for extended periods of time as a result of family-or parent-initiated absences. Parents may use the communication sources listed above to acquire the needed information. Depending on the nature of the time period and the timing of the school year, assignments will be made available before or after the absence. *For absences due to extended illness, parents may contact the principal to discuss available options.*

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student’s home or hospital. For information on home or hospital instruction, contact **Sarah Fisher**, Director of Special Education at EMSA.

EXEMPTION FROM PHYSICAL EDUCATION

In order for a student to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. If a medical excuse should be presented by the parent and extends beyond 3 days, an excuse by a person licensed under the

Medical Practice Act will be necessary to be exempt from physical education. The medical excuse should include the length of the exemption and date for release from medical oversight.

Exemptions from physical education would also apply and limit recess, co-curricular, field experiences and extra-curricular activities. Special activities in physical education will be provided for a student with a physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

STUDENT FEES AND MEAL COSTS

FINES, FEES, AND CHARGES; WAIVER OF STUDENT FEES

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, materials, supplies, and/or equipment. Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The district office will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

EMSA will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the principal.

SCHOOL BREAKFAST AND LUNCH PROGRAM

Breakfast: \$2.26

Lunch: \$3.50

LUNCHROOM EXPECTATIONS

1. Students need to come to lunch dressed to go out to recess.
2. Volume is always at a whisper level.
3. Classes will divide into two lines; one teacher/TA will take a line through school lunch, one teacher/TA will sit students down at tables.

4. Students are not allowed to save seats or change seats during lunch, unless instructed to by an adult because of behavioral concerns. Students should sit in the order they enter the cafeteria, filling tables as they walk to them.
5. Students use two hands when they are walking with a tray of school lunch.
6. Students in the hot lunch line should be in alphabetical order.
7. Students are only allowed to get up if they have permission to do so from staff members. Needs will be met by students raising their hands and waiting for a staff member to answer their request.
8. Students are not allowed to share food with other students due to dietary restrictions, and because parents have chosen specific foods for their students and that is their right to do so.
9. Students who do not want unopened foods can put these on the share table.
10. Students should be sitting on benches with their feet underneath the table. When sitting down, students should pull out the bench and adjust it accordingly.
11. Students walk in the commons and if they do not walk, they are asked to try again.
12. Prior to students being dismissed, expectations should be gone over with all students, roughly 3 minutes before dismissal. Get all students quiet and explain what dismissal will look like as well as remind them to finish in 3 minutes.
13. Students stay in their seats until they are dismissed by an adult one table at a time. When they are dismissed, they may go throw things away by going down the line starting with dumping their tray, then link, silverware, putting any unopened food on the share table, and placing their tray in the bin. *Then they may walk to their dots.*
 - Kindergarten lunch will be dismissed to lines by an administrator so TAs can wait by the dotted lines to make sure all students are waiting in line appropriately.
14. When students are dismissed and are going outside, they will stand on the dots with their class. Kindergarten and 1st grade will use these lines for indoor recess as well.
15. The expectation of students on the dots is to have voices at a level 0, facing forward, and waiting for their line to be dismissed. When students walk out to recess they continue at a level 0. Once kindergarten has a majority of their line, they may leave the commons with those students if their voices are at a level 0. An administrator will stay to watch remaining students and send them to recess as they finish.
- 16. Food being thrown is an automatic office referral.**

When norms are not being followed by a large majority of students, use the hand waving motion and, “If you can hear me clap,” to get the attention of all students and remind them of the specific norms they are not following. If norms are not being followed by a specific student, remind the student of the norms, remind a second time, and the third time pull the student aside, during recess, and discuss the norm in details. Explain that if this norm can’t be followed, it can be practiced during recess with someone from the office staff.

SODA AT SCHOOL

Schools in Illinois may not sell soda to students during the school day. We encourage families to have their children drink nutritious milk at school. If you are sending an alternate drink with your child for lunch, please choose juice, yogurt drinks, or water. Beverages should not be sent in glass containers for obvious reasons. Please see the wellness policy for healthy options.

BUS TRANSPORTATION

The school provides bus transportation to and from school for students in need of transportation from the Elgin area. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at

the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. *Exceptions must be approved in advance by the principal.*

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks, and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings, or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits.
7. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
12. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation issues, contact **Frank Bisconti**, Director of Finance and Operations at EMSA.

BUS CONDUCT

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

HEALTH AND SAFETY

SCHOOL NURSE

A registered nurse is on staff at school. The time frame the nurse is in the building will vary from year to year. Typically, the nurse will be present from 10:00-2:00pm daily. The nurse's office is responsible for medication administration required at school, care of students with acute illness and care of students who have first aid needs. The nurse will provide comfort measures as available. Please refrain from going to the nurse for problems that should be taken care of at home or in a physician's office

IMMUNIZATION, HEALTH, EYE, AND DENTAL EXAMINATIONS

Required Health Examinations and Immunizations

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

1. Entering kindergarten or the first grade;
2. Entering the sixth grade
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grade 6. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was “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 student’s exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

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

Dental Examination

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child’s report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempt from the above requirements for:

1. Medical grounds if the student’s parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student’s parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student’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 student’s parent/guardian shows an undue burden or a lack of access to a dentist.

BIRTH CERTIFICATES

Illinois law requires that all parents, who are enrolling a student in school for the first time in any school at any grade level, furnish the school with a certified copy of the child’s birth certificate (original birth certificate must be presented — a copy is not acceptable). **Parents have 30 days to comply with the law or the matter must be reported to the police.** All EMSA students should have a copy of their birth certificate in their permanent files.

STUDENT MEDICATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

All medication must be brought to the school office by a parent or guardian. Students are **NOT ALLOWED TO BRING MEDICINE TO SCHOOL ON THE BUS**. This is for the safety of all students. Medications must be brought to school in the original container, which is properly labeled. The medication shall display:

1. Student's name and prescription number
2. Name and dosage of medication
3. Date and number of refills
4. Licensed physician's name
5. Pharmacy name, address, and phone number
6. Name or initials of pharmacist
7. Administration route or other directions

SELF-ADMINISTRATION OF MEDICATION

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

ILLNESS DURING SCHOOL

Illness symptoms include a body temperature of 100 degrees or higher, repeated vomiting, open wound with drainage which cannot be contained in a dressing, incidence of diarrhea 2 or more times, unexplained rash or croup-like cough. Students with these illness symptoms should not attend school. If these symptoms occur while at school, the parent/guardian will be contacted and expected to pick up the child as soon as possible. If this is not possible, one of the adults listed on your child's emergency form will be contacted to pick up your child.

In addition, any student who has symptoms of impetigo, pinkeye, scabies, or ringworm will be sent home and should not attend school until they have been under treatment for 24 hours or have a written release from their physician stating they may return to school.

If the student has symptoms other than those already listed, the nurse, principal or designated school staff member will contact the parent/guardian to discuss the best course of action. No student may leave school during the day due to illness unless he/she has permission from the school office. **The student should be free of symptoms for 24 hours before returning to school. Students should be fever free without the aid of Tylenol or ibuprofen for 24 hours before returning to school**

Any reasonable suspicion of communicable disease should be reported to the school nurse or principal immediately. This includes chickenpox, mumps, measles, strep throat, diarrhea, flu-like symptoms, pink eye, ringworm, scabies, lice, or unexplained rashes.

CONCUSSIONS/HEAD INJURIES

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports symptoms of concussion, or if you notice they symptoms or signs of a concussion yourself, seek medical attention right away. If you think your child has suffered a concussion he/she should be removed from the activity immediately. No child may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the child should continue for several hours. You should also inform your child's teacher if you think that your child may have a concussion. When in doubt, the child sits out.

SAFETY DRILL PROCEDURES AND CONDUCT

All doors to the school building will be locked at 8:00 when school starts. Parents bringing a student late or picking up a student early need to check in with the administrative assistant at the reception desk. Please do not enter the classroom building if you have not signed in at the reception desk and please do not open the school doors for anyone who does not have a visitor's badge. If any person is spotted on campus or in the building without a visible visitor's badge, please contact the principal immediately.

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

SUPERVISION ON AN OPEN CAMPUS

With our open campus and emphasis on outdoor learning, there are situations where students may be in close proximity but out of direct sight lines of a supervising adult. In these situations, the line of sight maybe obscured by factors such as vegetation or terrain features. During outdoor field studies, students may be doing any number of things, such as collecting data, taking measurements, searching for examples of certain phenomena in nature or other activities where they may pass behind obstructions. To ensure that students are properly monitored in these situations, EMSA will be enacting a whistle procedure. **Each student will be issued a whistle to be used for emergency purposes.** When students go outdoors for classes where conditions might be appropriate for this to

occur, students will carry whistles. They will be instructed to use them ONLY in an emergency. Staff will be able to hear the whistles even if the student is out of direct sight lines, and staff will respond to the situations as an emergency. In addition, when out of the direct sight of an adult, students will be in sight of or partnered with other student (s) at all times.

ENVIRONMENTAL/OUTDOOR EXPERIENCES

The environment is at the center of everything we do. We develop curriculum that puts experiencing the natural world and learning about the environment at the forefront of student education. Our classes utilize the natural areas surrounding the school as classrooms, and we incorporate many off-site educational experiences into our curriculum. Many outdoor experiences involve walking trails. These experiences can happen on a daily basis at EMSA and are part of our curricular experiences, so parents will not necessarily be notified in advance. Because of this commitment, students are expected to come prepared to learn outside every day!

OUTDOOR APPAREL

Students should dress appropriately for the weather as we go outside every day, if possible. In general, it is a good idea to have layers at school, as the weather changes throughout the day.

Winter weather temperatures combined with wind in northern Illinois can be quite harsh. As part of the educational process and learning experience, students are expected to go outside at recess under most conditions and for PE activities. In the winter, children should dress warmly and wear boots, snow pants, warm jackets, hats and mittens/gloves. It is advisable to store hats/gloves in students' lockers before winter sets in so that they are available on cold days. When children wear proper winter apparel and winter conditions are appropriate, children enjoy recess outside for approximately thirty minutes.

The administration will limit outdoor activities when the National Weather Service (NWS) has issued Wind Chill Advisories and Wind Chill Warnings.

1. During NWS Wind Chill Advisory (expected to fall below 0F) the students will not be allowed recreational outdoor activity. The students will be limited to no more than fifteen minutes for any outdoor activity.
2. If the temperature is below -20F, all learning and recreational activities will be indoors.

Warmer weather temperatures are ideal for outdoor activities. Still, it is important to prepare for outdoor activities. Students are encouraged to bring sunscreen to school, and may also choose to bring insect repellent (non-Aerosol, wipe-on or pump-spray preferred). We will not provide either of these, and adults will not apply these products to your children. Students should also have a reusable water bottle to carry outside on warm weather days.

Finally, students should have rain gear stored in their locker and left there for rainy days. In the event of thunder/lightning, students will not go outside; however steady rain will not cause cancellation of outdoor activities. Due to safety issues, students are not allowed to carry umbrellas.

***** REQUIRED: Rubber rain boots for outdoor use to be kept at school.**

***** STRONGLY RECOMMENDED:** Proper winter wear (hats, gloves, coats, snow pants, and winter boots).

***** RECOMMENDED:** Rain jacket or reusable poncho (that can layer over a warm jacket in the event of cold rain).

COMMUNICABLE DISEASES

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

HEAD LICE

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

DISCIPLINE AND CONDUCT

GENERAL BUILDING CONDUCT

All students who arrive after 8:00 a.m. must report to the reception desk for "sign in" and a tardy pass. Any student required to leave the building before dismissal time must report to the office with a parent (or authorized adult) who will sign the student out.

SCHOOL HOURS

GRADES K – 4, 8:00 a.m. – 3:00 p.m.

We insist that students **NOT** arrive before 7:30 a.m., unless arriving by bus. Supervision of students is not provided before 7:30 a.m. so students should not arrive before then. Students should immediately enter the building on arrival and go to the classroom with their classmates or to the cafeteria to pick-up their breakfast. The tardy bell rings at 8:00 a.m.

GENERAL SCHOOL RULES

1. **Walk** on the sidewalks and inside the building at all times.

2. Treat other students with respect.
3. Proceed **quietly and orderly** in the building during class times.
4. Show respect for adults and listen to and follow their directions.
5. Respect the property of others and take good care of school property.
6. Use the rest room appropriately without "horseplay" or disturbing noise. Help keep them clean. Do not loiter in the restrooms.
7. Know and obey all other school rules and procedures.
8. Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
9. Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
10. Students shall not write on walls, desks or deface or destroy school property.
11. Chewing of gum is not permitted in the school building.
12. Skateboards are not permitted at school.
13. Water guns, play guns, and/or real guns are not permitted at school.
14. No radios, CD players, smart watches, cameras are permitted without permission from the principal.

PLAYGROUND RULES

1. Students must stay inside, per our student handbook, if the weather is below 0 degrees taking into account the windchill (e.g. if it is 5 degrees outside but with the windchill it is -3, students stay inside).
2. **Snow:** students can play in the snow if they have all of the proper gear (snow pants, jacket, gloves, etc.), students can not pick up, throw, or kick snow, but they can build with it. Students should remain away from ice and off of ice.
3. Sidewalk Chalk is allowed, but is only able to be used on pavement and sidewalk areas, not on the building.
4. **Any attempt to write on the building with chalk, rocks, or anything else is an automatic office referral.**
5. Tag, or any game that involves students running quickly is no longer allowed on the playground. Tag can only be played on the fields, due to numerous ankle injuries on the rubber chips.
6. What's on the ground, stays on the ground. This includes rubber chips, sticks, rocks, etc. These things should not be picked up and should not be brought inside.
7. Students can not jump from the playground equipment or climb up the slide.
8. There are balls that can be taken out in the specialist classroom. All balls need to be put away after recess.
9. Students should not hang/climb on the fence on the playground, we have had several ties break on our fences brake due to students shaking them.
10. Coats should be tied around waists if they are not in use.
11. Football - we do not play games of football, not even two hand touch. Students are quarterbacks and receivers only, only catch and throw. No interceptions.
12. TAs should select one area for recess only (i.e. you can not have students in the playground and on the field in your class. If TAs in the same grade decide to divide up for recess, both TAs should have a walkie).
13. Take a walkie with you out to recess to call the office for injuries or severe behavioral situations.

14. During recess supervision, you should be able to see all students. If you are not able to see all students, ask students to come back into view (i.e. students behind trees) or move so that you can see all students. Spread out to cover all areas.
15. Utilize close proximity to areas where behaviors tend to occur or to students who have frequent behaviors.
16. If you not aware of what fields you can access for recess, ask Mr. Richard to point them out to you.
17. Students should not lay on the ground during recess
18. Physical incidents that occur during recess as a result of an accident can be addressed by TAs. Physical incidents that were intentional (i.e. fighting) should be brought to the office.
19. If multiple issues are occurring with a particular activity, ask students to choose a different activity. If multiple issues continue with the same activity, don't allow the activity for a period of time for any students (i.e. if students are continuing to foul during basketball, take basketball away for 2 days).
20. Students can bring balls out to recess, but no other toys.
21. No shooting motions with hands.
22. No hurting trees or other plants (i.e. climbing on trees, picking off leaves, hanging from trees, etc.).
23. Tag is a light touch, no two handed tags, grabs, etc.
24. Basketball can be played but no fouls.
25. Equipment needs to be used for its intended purpose (i.e. swings are for swinging not jumping, slides go down and not up, balls are used to throw not to stand on, etc.)
26. **Gaga Pit:**
 - a. No laying on or climbing on the border.
 - b. Zero tolerance for aggressive play. Students who play aggressively will first be warned about the behavior and if it occurs a second time, they are asked to leave the pit for a 5 minute penalty. If it occurs a third time, they will be removed from play in that area for the remainder of recess. All players start with one hand touching a wall of the pit.
 - c. The game begins with a referee throwing the ball into the center of the pit.
 - d. When the ball enters the pit, the players scream 'GA' for the first two bounces, and 'GO' on the third bounce, after which the ball is in action.
 - e. Once the ball is in play, any player can hit the ball with an open or closed hand.
 - f. If a ball touches a player below the knee (even if the player hits himself or herself) he or she is out and leaves the pit. If a player is hit above the knees, the play continues.
 - g. If a ball is caught on a fly, the player who hit the ball is out.
 - h. Using the walls of the octagon to aid in jumping is legal as long as the player does not permanently sit on the ledge of the octagon.
 - i. Players cannot hold the ball.
 - j. If needed, a second ball can be thrown in the pit to expedite the end of the game. The last player standing is the winner of that round.
 - k. No more than 10 players in the pit at a time.

If a student is not following norms at recess, remind the student of the norm. If the same offense is repeated, have the student sit out of recess for five minute. The student can lose minutes of recess the following day if the TA feels this is appropriate.

STUDENTS ARE EXPECTED TO GO OUTSIDE FOR RECESS, UNLESS THEY HAVE A WRITTEN EXCUSE FROM A PARENT OR PERMISSION FROM THEIR TEACHER TO STAY INDOORS. DURING INCLEMENT WEATHER, RECESS IS INDOORS. IN THE WINTER, IF THE OUTDOOR TEMPERATURE IS ABOVE 0°F (INCLUDING THE WIND CHILL FACTOR), WE WILL TRY TO GO OUTDOORS. CHILDREN MAY BE KEPT INSIDE IF THEY ARE NOT DRESSED FOR THE WEATHER.

INDOOR RECESS RULES

1. **Walk** directly from the lunchroom to the assigned area.
2. No running or chasing in the classroom.
3. No throwing things, unless they are part of a teacher approved game.
4. No loud or rough play.
5. Put games away and be seated at the bell.

OTHER GENERAL RULES

1. **Keep your hands, feet, and body to yourself.**
(No pushing, bumping, elbowing, hitting, spitting, kicking, fighting, etc.)
2. **Use appropriate language.** (No talking back, swearing, mean spirited teasing, name calling, etc.)
3. Do not bring **toys, fidgets, balls, games, trading cards (i.e. Pokemon), purses, etc.** to school without your teacher's permission.
4. Any **dangerous objects** (knives, matches, cigarettes, chewing tobacco, caps, water pistols, lighters, balloons, etc.) will be confiscated until a parent is able to get them from school.
5. Perfume, body sprays, and make-up should be applied at home, not school.
No fake finger nails at school.

ALL TEACHERS EXPLAIN AND DISCUSS THESE RULES DURING THE FIRST WEEK OF SCHOOL. TEACHERS ALSO DISCUSS SAFETY AND EMERGENCY PROCEDURES DURING THE FIRST WEEK.

DAMAGE TO SCHOOL PROPERTY

Students are responsible for the care of school property. Any permanent damage to, or loss of, school property will result in a fine to repair or replace the property. These items include: textbooks, furniture (including bus seats, windows, chairs, desks, lockers, etc.), and other property.

STUDENT CUBBIES

Should be treated with care. Cubbies should be kept in order for easy access. School officials have the right to search Cubbies if they have reason to believe the contents violate school rules.

UNIFORM POLICY

General Student Dress Guidelines

- *DO NOT* wear hats, coats, bandannas, sweat bands, and sun glasses in the school building during normal school and afterschool hours.
- *DO NOT* advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images with your clothing, accessories or backpacks.
- *DO NOT* display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- *DO NOT* wear hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- *DO NOT* wear shorts or skirts shorter than the length of the student’s fingertips or longer.
- *DO NOT* wear clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, sagging, showing skin and/or undergarments.
- *DO NOT* dress in a way causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.
- *DO NOT* wear flip-flops, sandals, or open toed shoes during school days, field trips or school functions.

UNIFORM GUIDELINES

MONDAY – THURSDAY

Bottoms:

Students will wear khaki-colored bottoms that may consist of khaki pants, skorts or “scooters” (finger-tip length or longer), or finger-tip length or longer shorts (non-athletic in design and only during warm temperatures). Khaki leggings or capri leggings may be worn with a polo dress.

Tops:

Students will wear a navy blue EMSA logo wear (Polo or Navy T-shirt) on top that will be purchased through the school or online uniform shop. Options include a girl’s cut polo, a boys (co-ed) cut polo or a polo ruffle dress to be work with navy bike shorts, or “kickers”, during warm weather and khaki-colored leggings for cool weather.

Sweatshirts, “hoodies”, and jackets that are NOT uniform apparel CANNOT be worn indoors during school hours. Cool weather options (including a long-sleeve t-shirt under a polo) are available on our uniform website through French Toast.

Shoes and Socks:

Students are to wear closed-toe shoes that appropriate for outdoor and indoor activity.

Athletic shoes are preferred.

Students are to wear socks. *White or neutral colored socks are preferred.*

Students are to keep a pair of rubber rain boots at school.

Hats:

Students will be issued a basic hat to be worn during outdoor activities that include field research, hiking and extended time in a wooded or prairie setting. You may provide a wide-brimmed or bucket-styled hat appropriate for outdoor recreation if you choose.

FRIDAYS

Bottoms:

Students may wear blue jeans (or jean shorts during hot weather) or khaki-colored pants (or khaki shorts during hot weather) on Fridays. Jeans may be “comfort stretch” or typical denim material. On Fridays, students will spend an extended time outdoors and will need to be appropriately dressed for the weather and outdoor activity.

Tops:

Any EMSA top or EMSA spirit wear may be worn on Fridays. Outerwear does NOT need to be EMSA uniform wear, but does need to comply with the general guidelines. To be prepared for outdoor education, it is best to provide layers for your child’s outerwear.

Shoes and Socks:

Students are to wear closed-toe shoes and socks on Fridays.

Students will wear rubber rain boots during our outdoor education programs (or winter boots during cold weather). Students will likely tuck pant legs into their boots during this time.

Hats:

Students will be issued a basic hat to be worn during outdoor activities that include field research, hiking, and extended time in a wooded or prairie setting. You may provide a wide-brimmed or bucket-styled hat appropriate for outdoor recreation if you choose. Bandanas, sun glasses, or insect-shield gear may be worn during outdoor activities if it is appropriate.

Hair:

We encourage students with long hair to wear a hairstyle appropriate for extended outdoor activity.

Water Bottle:

Students should come equipped with a reusable water bottle during warm weather.

SPECIAL EVENTS — POLO UNIFORM

During special events, we would like to have the students all dressed in their navy blue EMSA polo (or polo dress) for consistency and uniformity. Khaki bottoms will accompany the polo on those special days. Special Days and Evening Events include, but are not limited to: First Day of School, School Pictures, Nature Night, Engineering Evening, and Celebrations of Learning.

BEHAVIOR/DISCIPLINE GUIDELINES

EMSA emphasizes teaching children to take care of themselves, each other, and the school environment so that everyone can learn at his/her best. This Responsive Classroom approach is based on many of the great theories of how children learn and on the experiences of classroom teachers. There are seven basic principles behind the approach:

- Learning social skills is as important as learning academic skill
- How children learn is as important as what they learn. Process and content go hand in hand
- Children gain knowledge most effectively through social interaction
- To be successful academically and socially, children need to learn cooperation, assertion, responsibility, empathy, and self-control
- Knowing the children we teach-individually, culturally, and developmentally is as important as knowing the content we teach
- Knowing the families of the children we teach and inviting their participation is essential to children's education
- How the adults at school work together is as important as how skillful each individual teacher is.

Lasting change begins with the adult community EMSA Charter School where we ensure that children will feel physically and emotionally safe in school. Children can learn their best under these conditions as well as learn the skills for working and learning cooperatively with others. The staff at EMSA will take the time to model and teach our students how to apply our school rules in different situations. When we begin this school year, we will introduce rules and behavior expectations and practice them! When a child makes a poor choice, the staff at EMSA will handle the misbehavior firmly while preserving the dignity of the child. Our immediate step is to stop the misbehavior as quickly and as simply as possible. If needed we will take further steps to help a child gain self-control, fix any problems caused by their mistake, and get back to productive learning. When handling students' misbehavior we take the severity into account. We may:

- Give a reminder and tell the child to do something different with a brief word or gesture.
- Have the child sit closer to their teacher or another adult
- Use "take-a-break" in a designated space in the classroom to regain self-control
- Limit the child's choice of activities for a while
- Provide guidance in fixing the problems the child created

When a student needs additional support, we may:

- Use buddy teacher take-a-break where the child goes to a distraction free space in another teacher's room to regain self-control
- Use private take-a-break in one of the administrative offices
- Have the child stay for a longer period of time in school in a supervised place
- Have the child spend a period of time at home
- Meet with the child and/or parents to find other solutions
- When a child is asked to stay home from school, a parent must accompany the child to school the next day for a re-entry meeting with the teacher and an administrator.

Restorative Practices

EMSA has adopted Restorative Practices to resolve any school conflicts that may arise. Restorative Practices may include the VOSP Protocol (Voice, Ownership, Shoes and Plan), natural consequences, and restorative conversations. These practices are a process that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices seek to improve relationships between students, and between students and educators. These practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future.

We at EMSA strongly believe that children want to do well. We value working with students and parents in partnership to feel good about going to school.

If a child's behavior consistently interrupts the education and/or well-being of any other student, the administration will take steps to find a solution including a required parent conference, possible special education referral and/or the implementation of a behavioral plan. The most severe disruptions or repeated infractions by the same student may result in a school suspension or an expulsion hearing with the Board of Directors.

RE-ENGAGEMENT OF RETURNING STUDENTS

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit. EMSA will utilize preventative measures to limit the use of exclusionary practices if at all possible.

WHEN AND WHERE CONDUCT RULES APPLY

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals.

Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related

identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Complaint Managers: Sarah Said

1600 Dundee Ave. Elgin, IL 60120
ssaid@emsacharter.org

Jacquelyn Willer

1600 Dundee Ave. Elgin, IL 60120
jwiller@emsacharter.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

SEXUAL HARASSMENT PROHIBITED

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Nondiscrimination Coordinator:

Sarah Said

1600 Dundee Ave. Elgin, IL 60120
ssaid@emsacharter.org

Complaint Managers: Sarah Said

1600 Dundee Ave. Elgin, IL 60120
ssaid@emsacharter.org

Frank Bisconti

1600 Dundee Ave. Elgin, IL 60120
fbisconti@emsacharter.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS AND WEBSITES

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

STUDENT USE OF ELECTRONIC DEVICES

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, smart watch, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer, or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students may be allowed to use electronic devices during non-instructional time, which is defined as before and after school and other times only with permission granted.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules, or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft, or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

First offense

The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.

Second offense

The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.

Third offense

The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.

Fourth and subsequent offenses

The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

INTERNET, TECHNOLOGY AND PUBLICATIONS

INTERNET ACCEPTABLE USE

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. *The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.*

Acceptable Use Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
14. Using the network while access privileges are suspended or revoked.

Network Etiquette The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

No Warranties The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

Indemnification The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

Security Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

Vandalism Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

Use of Email EMSA's email system, and its constituent software, hardware, and data files, are owned and controlled by the School. The School provides email to aid students as an education tool.

The School reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.

Electronic messages transmitted via the school's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

Use of the School's email system constitutes consent to these regulations.

SEARCH AND SEIZURE

In order to maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

SPECIAL EDUCATION

REQUEST FOR AN EVALUATION FOR SPECIAL EDUCATION

Elgin Math and Science Academy believes that parents hold great insight on their child and his/her needs. If you suspect that your child has one of the 13 qualifying disabilities as defined in the Individuals with Disabilities Education Act you may request that Elgin Math and Science Academy complete an evaluation for special education services. To request an evaluation for special education services you must submit a letter to Sarah Fisher, Director of Special Education. The letter must include the student's name, summary of problem, and the type of evaluation requested.

EDUCATION OF CHILDREN WITH DISABILITIES

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school office.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

ACCESS TO CLASSROOM FOR SPECIAL EDUCATION OBSERVATION OR EVALUATION

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. *For further information, please contact the principal.*

STUDENT RECORDS AND PRIVACY

STUDENT PRIVACY PROTECTIONS

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

STUDENT RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. **The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District 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 District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

3. **The right to a copy of any school student record proposed to be destroyed or deleted.**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

4. **The right to prohibit the release of directory information.**

Throughout the school year, the School may release directory information regarding students, limited to:

Name

Address

Gender

Grade level

Birth date and place

Parent/guardian names, addresses, electronic mail addresses, and telephone numbers

Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs.

Academic awards, degrees, and honors

Information in relation to school-sponsored activities, organizations, and athletics

Major field of study

Period of Attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

5. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

6. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington DC 20202-4605

STUDENT BIOMETRIC INFORMATION

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

PARENTAL RIGHT NOTIFICATIONS

TEACHER QUALIFICATIONS

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

STANDARDIZED TESTING

Students and parents/guardians should be aware that students in grades 3 and 4 will take standardized tests on Reading, Math, and Science. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

ANNUAL ACADEMIC TESTING

Each year students take tests designed to provide teachers and parents' information about their **individual** academic ability and achievement. The **group** results of some tests are reported to the public.

IAR TEST —These tests, designed by the state to provide information about how well the students of a school are doing in various basic subjects, are given to students in **grades 3, 4, 5, and 6** (both Reading & Math grades 3,4,5 and 6, Science grade 5). IAR tests are given in **April**. Individual results are sent to parents when available from the State of Illinois.

NWEA MAP Test This is a computerized test that students take three times a year in the areas of reading and mathematics. This test is designed to show the levels that students are functioning in each subject area. Third grade students will also take the science assessment.

TESTING DATES ARE SENT HOME IN THE MONTHLY NEWSLETTER

HOMELESS CHILD'S RIGHT TO EDUCATION

When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

PARENT INVOLVEMENT COMPACT (TITLE I)

The school annually has a meeting for all Parents/Guardians, which takes place during the September Parent meeting. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government, and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to the building principal. Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the building principal.

The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query.

SECTION 504 POLICIES

Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C., Section 794, protects disabled person from discrimination based on their disabled status. The Board of Education recognizes the requirement to provide a free appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of Elgin Math and Science Academy Charter School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they do not require special education services pursuant to the Individuals with Disabilities Education Act (IDEA). Procedural safeguards are guaranteed for disabled students and their parents at EMSA.

For purposes of compliance with the Act, the principal shall develop and implement appropriate procedures and forms to include evaluation, eligibility, services plan, service delivery and periodic case review. For questions on available services and the process to access services, contact Sarah Fisher, Director of Special Education.

SCHOOL IMPROVEMENT PROCESS (SIP)

In 1985 the Illinois Legislature passed the School Reform Act. That law along with related legislation passed in 1991 outlines a procedure to be followed for school improvement by all public schools in the state. This improvement process is to be repeated every year to ensure that 1) all students' needs are being met as much as possible and that 2) all students are learning. In essence, the plan focuses on 30 goals for learning in the areas of language arts, math, science, social science, fine arts, physical education, health and foreign language. These goals are referred to as the Illinois State Goals for Learning. There are Learning Standards for each of the State Goals and Learning Benchmarks which define progress at five grade or developmental levels for each Standard. Each school must align its curriculum to the State Goals and Learning Standards and then design and/or select a variety of assessments for determining how well the students at each grade level are measuring up to the targeted levels of expected performance.

Assessment results are analyzed and subgroups of students within each grade level are identified. A building based plan for improvement is developed based on this information. This process is repeated every year to ensure that the needs of all students are being met. A copy of the School Improvement Plan is available for viewing in the school office. Parents and the community will receive information each year as to how well the students in each grade level are performing in relation to the mandated goals.

MULTILINGUAL LEARNERS PROGRAM

Elgin Math and Science Academy provides English Language and Bilingual services to identified students in grades Kindergarten through fourth grade. All students with a language other than English listed on the Home Language Survey are screened for this program through the WIDA Model (KG) or WIDA Screener (Grades 1 and up).

Highly qualified certified teachers work with small groups and co teach with classroom teachers in order to provide individualized instruction in English acquisition skills, as well as provide content area curriculum support. The EL certified staff provides professional development for general education teachers to help them support their students more.

Parents are involved through our Multilingual Parent Crew. A lending library is available for additional student practice at home with their families. Parents looking for information about this service call Mrs. Sarah Said-Director of Language and Equity Programs at (630) 883-5374.

RtI RESPONSE to INTERVENTION

RtI is a federal and state initiative intended to meet a wide range of individual student needs through general education services. The regular classroom teacher and other personnel (other classroom teachers and educational specialists) collaborate to meet the needs of individual students. The goal of RtI is to provide students with the help they need to be successful as early as possible in their school career.

How does RtI work?

When a child begins to have some area of concern affecting his/her school progress the classroom teacher will create an intervention plan designed to improve the student's performance. If the child continues to have difficulty, the teacher will meet with a team of other staff members to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the child's progress**. The child's progress is measured over time. If he/she makes acceptable progress the interventions may be discontinued (if sufficient progress is made) or continued (if the team feels the interventions are needed to help the student succeed). If the child continues to struggle then more intensive interventions may be tried.

**This team — referred to as the "Student Support Team" – uses the insight and expertise of several different school staff members. Student Support Team members contribute in different ways to the RtI process: offering suggestions, gathering data, and communicating with other staff and/or parents. The Student Support Team meets regularly to discuss and monitor student concerns.

What is the role of the Parent in RtI?

EMSA upholds the philosophy that parents are a child's first teachers as well as their lifetime coach. Therefore, EMSA greatly values the important role of the parent in the RtI process.

When a child is not responding to the core curriculum, classroom teachers will communicate concerns regarding the student's performance to the parent and invite parent to participate in telephone conversations and/or team meetings regarding their child. Parents will most often be given an active role in the intervention plan for their student.

Parents provide insight into a child's learning and development to understand the problem and why it occurs, plan and implement an intervention plan, and measure and evaluate the plan's effectiveness. Parents should contact their child's teacher with any concerns regarding academics or behavior.

SCHOOL VISITATION RIGHTS

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

LOST AND FOUND

Please label your personal items, especially lunch boxes, book bags, and coats. Lost items are placed in the Lost & Found Box in the entryway for several days. Remaining articles are given to Good Will in the summer.

SCHOOL PICTURES

Individual pictures are taken in the fall for student records and the EMSA School yearbook. Parents may purchase picture packages from a variety of options. Information is sent home in September.

YEARBOOK

Parent volunteers put together a yearbook full of EMSA students and activities. Purchase forms are sent home in February or March. Yearbooks usually arrive at the beginning of the next school year.

TELEPHONE USE AND MESSAGES

Generally, students are allowed to call home only for urgent matters or with teacher permission. When your child comes to school in the morning, please be sure he/she knows what to do at dismissal. This avoids many problems. Should plans change during the day, please call the school before 2:30 P.M., so we have time to relay the message before dismissal. **Students will be directed to their usual dismissal process, unless you inform us otherwise.**

CHANGE OF TELEPHONE NUMBER OR ADDRESS

If your home telephone number, work number, or emergency numbers change during the year, it is important that you notify the office **immediately**.

PESTICIDE APPLICATION NOTICE

Notification will be given before application of the pesticide on our website as well as the school calendar. Prior notice is not required if there is imminent threat to health or property.

MANDATED REPORTER

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.

HEARING IMPAIRED: REQUEST FOR AN INTERPRETER

Families with hearing impaired members may request an interpreter. EMSA will provide interpreters for all school functions you wish to attend including parent/teacher conferences, community club meetings, open houses, etc. PLEASE make the request two weeks in advance, if possible.

DRUG, ALCOHOL, AND TOBACCO FREE ENVIRONMENT

EMSA is a drug, alcohol and tobacco free environment. This policy applies to all persons accessing school property and includes electronic cigarettes.

LEAVING SCHOOL WITHOUT PERMISSION

If a student leaves the school building and grounds without permission, the police and parents/guardians will be notified immediately.

SEX OFFENDER NOTIFICATION LAW

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

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

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above — he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

VIOLENT OFFENDER COMMUNITY NOTIFICATION

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>.

VEHICLES: PARKING, ARRIVING, AND DISMISSAL

School hours are from 8:00 am to 3:00 pm for all students. Students are encouraged to arrive for school 5-10 minutes before class begins and 10-15 minutes early if they are choosing to eat breakfast at school. Please do not arrive before 7:30, as students will not be able to enter the building prior to that time due to lack of supervision.

Students may arrive at school from 7:30-8:00. In order for our transportation system to run efficiently, everyone must follow the same procedures.

AM DROP OFF

- You will follow the signs for our morning drop off and make a large, patient loop.
- You will remain in a single file line and never pass another car unless directed by school officials.
- All students will exit the car in the circle drive.
- The greeters will open the car doors on the passenger side to ensure student safety.
- Once your student has exited the car and is safely on the sidewalk, you will proceed around the circle drive and make your departure back to Dundee Avenue.

All students are expected to arrive at school and be in their assigned classroom by 8:00am. Students will be considered tardy if they are not in the classroom by 8:00am. At 8:00am, the front doors will be locked and parents and students must be buzzed into the school building. If your child arrives after 8:00am, you will need to park and accompany your child to the front desk for a tardy pass. Students will need to present their tardy pass to their teacher to get into class. If a student does not have a tardy pass, they will be sent back to the front desk to get one.

PM PICK-UP

At the end of the school day, children will be sent to their designated places for bus, car rider and Boys and Girls Club. Cars need to stay in a patient line and children will be loaded into the cars in the order in which the cars are lined up.

- You will follow signs for drop off and pick up and make a large, patient loop.
- You will remain in a single file line and never pass another car unless direct by school officials.
- Staff members will open car doors on the passenger side only for efficiency and safety.
- Once your child is safely in his/her seat, you can proceed back down the lane toward the exit while remaining in the single file line.
- Please note, for staff and student safety, if your child is not outside when your car is in the pick-up zone, you will need to pull forward as directed by a school official until we can safely load your child into your car.

It is very important that any carpool or emergency contact information are complete and up-to-date with the front office. Students can only be released to adults listed in their account. If you wish to have another adult listed, please call the front office. If your request for a particular adult is just for one day, please send a note to the classroom teacher or notify the office by phone. Children must have a permission note in their hands to go with a person not designated on the student's account.

EARLY PICK-UP

If you have a special circumstance that would require your student to leave early, special permission from the Principal is required. Once permission is obtained, please park in the circle drive and come to the front office to sign out your child and walk him/her out. Early pick-ups can disrupt learning, so please limit these requests.

PARENT/GUARDIAN HANDBOOK

ACKNOWLEDGEMENT

Dear Parent/Guardian:

Please complete the following form and return to the office by August 15, 2019

Lezlie Fuhr
School Principal

- From: The Parent/Guardian of:
- (1). _____
 - (2). _____
 - (3). _____
 - (4). _____
 - (5). _____

To: Elgin Math and Science Academy,

I have reviewed a copy of the Student/Parent Handbook with my child(ren) in an effort to promote a better understanding of EMSA rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook.

I understand that this handbook may be amended during the year to provide a learning environment that supports the socio-emotional and academic development of students. This handbook is applicable to all students upon the implementation of any change. The administration will communicate in a timely fashion with parents and students of any changes to the handbook.

Signature of Parent or Guardian

Date

Comments:

