



Wendell Smith Elementary School



2021 – 2022

STAFF HANDBOOK

Hard work and dedication leads to academic success

ACADEMIC CALENDAR

The Board's academic calendar can be found at [School Year Calendar- 2021/202](#)

FACULTY & STAFF MEMBER COMPLIANCE STATEMENT

Acknowledgement and Receipt

The employee handbook describes important information about Chicago Public Schools and **Wendell Smith Elementary**, and I understand that I should consult with administration regarding any questions not answered in this handbook.

This handbook and the policies and procedures contained herein supersedes any and all prior practices, oral or written representations, or statements previously disseminated by [school name].

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it. In addition, I understand that it is my responsibility to read and comply with all other Board policies and rules not specifically mentioned in this handbook.

Employee's Signature

Employee's Name (Print)

Date

You are required to return the completed Acknowledgement and Receipt to administration by September 24, 2021.

Chicago Board of Education Non-Discrimination Statement

It is the policy of the Board to prohibit unlawful discrimination, harassment, sexual harassment, sexual misconduct and retaliation on the basis of any protected category by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Title VII of the Civil Rights Act of 1964 (Title VII), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Education Amendment of 1972 (Title IX), the Americans with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), specifically, but not limited to, discrimination, harassment, sexual harassment, sexual misconduct or retaliation on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person's association with a group or group with one or more of these actual or perceived characteristics in the education programs or activities the Board operates.

Concerns or inquiries regarding sex or gender discrimination, harassment, sexual harassment, sexual misconduct or retaliation can be made to the Board's Title IX Coordinator in the Office of Student Protections (OSP) or the U.S. Department of Education Office for Civil Rights (OCR).

For incidents involving student complainants, please see below for specific contact information:

- Office of Student Protections and Title IX (OSP) at (773) 535-4400 or osp@cps.edu (student-to-student) (Inquiries regarding sports equity should be directed to ospcompliance@cps.edu)
- Office of Inspector General (OIG) at 833-TELL-CPS ((833) 835-5277) (adult-to-student)
- U.S. Department of Education Office for Civil Rights (OCR) at (312) 730-1560

For incidents involving adult complainants, please see below for specific contact information:

- Equal Opportunity Compliance Office (EOCO) at (773) 553-1013 or eco@cps.edu
- U.S. Department of Education Office for Civil Rights (OCR) at 312-730-1560 or ocr.chicago.gov)

Concerns or inquiries regarding discrimination, harassment or retaliation involving student complainants on the basis of disability should be made to:

- District Manager Section 504 Compliance at Section504@cps.edu

Concerns or inquiries regarding discrimination, harassment or retaliation on the basis of any other protected category listed above should be made to:

- Principal of Student's School (student victims)
- Equal Opportunity Compliance Office (EOCO) at (773) 553-1013 or eco@cps.edu (adult complainants)

Child Abuse

If you suspect that a child has been neglected or abused at home, by any school employee, or by anyone who works at a school or with students, call the Hotline at 1-800-25-ABUSE/1-800-252-2873. If you are unsure whether a particular circumstance requires you to report, you must consult with a member of the administration or call the Law Department (3-1700).

Your legal responsibility as a mandated reporter is not fulfilled by reporting your suspicion to another staff member, such as the case manager. It is your individual responsibility to make the Hotline call. If you fail to report your reasonable suspicion of child abuse or neglect, you can be disciplined by the Chicago Board of Education, and the Illinois State Board of Education can suspend your educator's license.

Under CPS policy, you are also required to notify your principal or network chief of your Hotline call, so that appropriate social and emotional support can be provided to the student. Administrators who discourage you from calling the Hotline or ask you to change your report are subject to discipline. Report any supervisor who attempts to interfere with your reporting to the Law Department at 3-1700.



Wendell Smith Mission Statement

Our mission is to positively impact Wendell Smith COMMUNITY by diligently educating, inspiring, and empowering our scholars for lifelong learners. Our promise is to provide a supportive environment in which expectations and innovative research based instruction is taught with fidelity.

Vision Statement

Smith school will provide a safe, supportive academic and recreationally enriched environment that enhances the learning of all students with an emphasis on reading, writing, math, and science. Wendell Smith School will prepare all students for success in the future so they will be independent lifelong readers, learners, who will reach their full potential. **We will be a community of learners.** Our learning environment will be based on mutual respect and high expectations for students, staff, parents and the community.

Wendell Smith Creed

As a Wendell Smith Scholar I will.....

Exhibit **INTEGRITY** in all that I do and say. I will do the right thing when no one is watching. I will **DREAM** big because I am entitled to it. If my mind can conceive it then I can achieve it. **EMPOWERMENT** gives me the voice and I will control my own destiny. When times get rough I will keep trying because great works are performed not by strength but by **PERSEVERANCE**. I will work with my peers, bring **UNITY** to my class and become a better citizen in my school and in my community. **I AM A WENDELL SMITH SCHOLAR!!!!**



SETTING EXPECTATIONS FOR THE START OF THE SCHOOL YEAR

“Student achievement at the end of the school year is directly related to the degree to which the teacher establishes classroom procedures in the 1st weeks of school.”

-Harry Wong – *The First Days of School*
Expectations Overview



CORE VALUES

Show **Unity**
Act with **Integrity**
Empower Yourself & Others
Persevere through Challenges
Work toward your **Dreams**

Our Parent/Student handbook outlines major categories of behavioral expectations. It is the responsibility of each teacher to review the Smith Parent/Student Handbook with his/her students during the 1st month of school. *Students must know from the very beginning how they are expected to behave and operate in the classroom work environment. **Discipline** dictates how students are to behave, expectations, **procedures** and **outines** dictate how they are to work.*

The development of self-discipline is encouraged in classrooms where students learn to stay on task and avoid disruptive behavior. Students must learn to respect one another as well as the authority of all staff members. **Listed below are guidelines for establishing and maintaining classroom expectations and procedures:**

1. Discipline is **EVERYONE'S** responsibility.
2. **DO NOT MAKE ANY EXPECTATIONS THAT YOU ARE NOT WILLING TO ENFORCE.** 3.

Classroom expectations and procedures must be simple, clear, and appropriate.

4. Be specific regarding your expectations.
5. Teach expectations as thoroughly as you would teach any lesson, and include modeling and practice in addition to explanation and discussion.
6. **KNOW THE SOURCE OF THE PROBLEM AND DEAL WITH THE SOURCE.**
7. **Do not leave students unsupervised. If a child needs to be removed from the classroom please call the main office and someone will come to assist you. Students cannot be removed from the class and placed in the hallway without direct supervision.**
8. If it becomes necessary for you to leave the room, another teacher or staff member must be left in charge of your classroom. However, **YOU STILL MAINTAIN LEGAL RESPONSIBILITY.**

REHEARSE PROCEDURES UNTIL THEY BECOME ROUTINES!

DISCIPLINE- Domain 2

All classroom teachers are expected to create a consistent, clearly defined management system for their students. This **must** include clearly stated consequences for misbehaviors as well as an incentive system for encouraging positive behavior. Our goal is to develop independent students who display self-control, productivity and excellence. Management systems should be communicated both verbally and visually in all classrooms (traffic light, color cards, etc.). **Consistent management systems between grade clusters are required. Students should have various opportunities for preferred activities such as computer time, games, art, free choice, etc. The purpose of the management system should be to create motivation in order to prevent discipline!**

The administrative and security personnel all have the capacity to support teachers and students with handling disciplinary infractions. **At the earliest, the Teacher must write up the incident in Aspen. While the administration and the Dean of Students are there to assist, it is the Teacher who encountered the negative behavior to contact the parent. The Dean and/or admin will work with the staff member to find an appropriate consequence. If a child needs to be removed from the classroom, please call the main office and an administrator or security personnel will come to remove the child.**

PLEASE DO NOT SEND A CHILD TO THE REFOCUS ROOM OR OFFICE WITHOUT A PROPER ESCORT AND A DISCIPLINE REFERRAL WHICH HAS BEEN LOGGED INTO STUDENT LOGGER. *DISCIPLINE IS EVERYONE'S RESPONSIBILITY! EVERYONE! EVERYWHERE!*

The following chart clearly defines the roles and responsibilities for dealing with discipline issues among Smith staff members.

Teacher managed: Behavior should be handled by the classroom teacher using classroom based systems for rewards, punishments, parent communication, etc.

Administration / Security managed: Behavior requires the attention of administrative staff and/or security. Teachers should document the offense in Aspen .

PROBLEM BEHAVIORS

Teacher Managed

- ✓ Chewing gum, eating, drinking in class
- ✓ Profanity directed at other students
- ✓ Minor physical altercation
- ✓ Excessive talking
- ✓ Throwing small objects
- ✓ Sleeping in class
- ✓ Working off task
- ✓ Missing homework
- ✓ Attitude
- ✓ No supplies
- ✓ Name calling
- ✓ Passing notes
- ✓ Cheating/ plagiarism
- ✓ Attendance Tardy (inform parent)
- ✓ Hallway noise
- ✓ Males with earrings
- ✓ Cell phone usage/ electronic device

Administrator/ Security Managed

- ✓ Profanity directed at teacher/ adults
- ✓ Excessive threatening, provoking, profanity
- ✓ Battery (using objects or fist)
- ✓ Intimidation/ bullying
- ✓ Throwing large or sharp objects
- ✓ Defiance of teacher
- ✓ Theft (major stealing)
 - ✓ Interruptions during Assessment (NWEA/MAP/TRC/REACH)
- ✓ Walking out of classroom
- ✓ Sexual harassment
- ✓ Possession of tobacco, drugs, alcohol
- ✓ Gang related activity
- ✓ Vandalism
- ✓ Security breach/ bomb threat
- ✓ Threats towards staff or students
- ✓ Lewd or obscene notes/ writing

[Student Code of Conduct \(SCC Groups 1 through 6\)](#)

Student misconduct must be reported in Aspen, consistent with the Board's Student Code of Conduct. The Student Code of Conduct can be found at [Student Code Of Conduct](#)

DISMISSAL- Domain 2

Dismissal must be orderly each day. Students are to be taught on the first day of school that school does not end until they leave school grounds

At 3:15 p.m., each teacher will walk his/her class out of the building **beyond the double blue doors**. Students should not go to the cafeteria unescorted. Detaining students beyond 3:20 is considered a detention. If this is the case, then parents must be notified by 2:00 PM that their student will be serving a detention. Also, security or administration should be notified in advance. Students that are held with the teacher must be escorted to the designated area for afterschool. Students should not be left attending at any time.

OLDER SIBLINGS MAY NOT BE RELEASED TO GO TO CLASSROOMS TO PICK UP YOUNGER SIBLINGS. STUDENTS SHOULD MEET THEIR SIBLINGS OUTSIDE THE MAIN OFFICE ENTRANCE!

DRESS FOR STUDENTS (UNIFORMS)- Domain 2

The school wide student uniform policy is khaki pants, skirt, or jumper and navy blue, collared shirts for students PK - 8. Jeans of any kind are not allowed. All students are required to tuck their shirts in during the school day. Cleanliness and proper dress are required of all students. Grooming and attire which exhibit a distracting or demoralizing influence on others or which presents a safety or hygienic problem are not permitted.

SCHOOL UNIFORMS ARE MANDATORY. Students will be provided with loaner t-shirts and pants to wear during the school day if they do not have on the school uniform. **PLEASE DO NOT ALLOW STUDENTS TO WEAR LOANER UNIFORMS HOME.** Students **cannot be sent to the Dean of Students** or the main office if they are not wearing the school uniform. Please call the Main Office if a uniform is needed. **Staff should incorporate monthly incentives to reward student attendance and uniforms.** **Students will only support what we as staff members monitor.**

HALLWAY EXPECTATIONS-Domain 2

Teachers are responsible for monitoring their class lines as they move throughout the building. Misbehavior in the halls should be dealt with directly and immediately. There should be **no talking** and lines should move **swiftly** down the correct side of the hall to their destination, without disturbing other classes. The only exception is when there is teaching and learning taking place in

the hallways. Teachers should refrain from leaving students stationary in the hall for long periods of time as this breeds misbehavior.

EXPECTATIONS FOR HALLWAY BEHAVIOR:

- ✓ Students pass through the hallway in two lines. While waiting in the hallway, students should always be a square apart. (2-1-0)

- ✓ Students reach their destination quickly and quietly without disturbing other classrooms ✓
Departmental classes must switch classes immediately. Students will not be allowed to wait in the hallway.
- ✓ **Students and teachers are quiet at all times!**

MORNING ENTRANCE- Domain 2

Teachers will meet their students at the designated location at 8:30 Mondays and Tuesdays. On Wednesday Friday, teachers will meet their students at 8:15 at the designated area to go back to the classroom for Universal Breakfast.. **Teachers are required to come outside to meet their class everyday except during inclement weather. On days of inclement weather, classrooms will be picked up from the cafeteria unless other directions are announced.** Students are expected to get in their assigned lines and wait to be permitted to enter the building **without any talking.** **Please assure that students have disposed of gum or candy prior to entering the building.**

REHEARSE PROCEDURES UNTIL THEY BECOME ROUTINES!

PARENT COMMUNICATION-Domain 4

Teachers are expected to communicate with parents regularly. At times it is very difficult to get in touch with working parents during the school day. It is important that correct home and work numbers are maintained in your students' files. Smith sends out newsletters and other forms of communication to parents on a regular basis. Teachers are also encouraged to send home ***monthly*** newsletters regarding classroom projects, upcoming field trips, celebrations, etc. **Please submit a copy of any whole class communication to the principal prior to sending them home.**

Additional parent communication requirements:

- ✓ Student Logger
 - o All classroom and ancillary teachers are required to keep an updated log of calls and communication made home for each student through Student Logger. The log should include student name, time of call, date of call, and reason. Positive and negative calls should be documented. Teachers are required to document all interactions in Student Logger on a continuous basis.

GOOD NOTES

Teachers are expected to inform parents when students are doing a great job or showing improvement. Informing parents of positive behaviors, or improvement in behavior, helps motivate students to continue to improve. **Teachers are encouraged to send at least one good note home for each child quarterly. "If your 1st communication with a parent is about a problem, you have just made an adversary for the rest of the school year."**

Fred Jones

Tools for Teaching

PARENT CONFERENCES- Domain 4

Teachers should schedule conferences with parents as needed. Documentation of the conference should be logged into Student Logger and should include the date, individuals in attendance, and a summary. This documentation becomes a vital part of school records in support of the child's education.

School-wide parent conference opportunities are noted in the annual school calendar. Conferences should be held at other times as needed; however, the conferences should not interfere with the instructional day. Parents are always welcome to observe during instructional time if it does not pose a safety concern. Parents who wish to visit the classroom during instruction must seek approval from the teacher and admin prior to the visit.

Please document all conferences with parents in Aspen, which will serve as the school's official record of meetings between parents and teachers.

Chicago Public Schools holds two report card pick-up conference days per school year. Teachers are required to prepare report cards, comments, and prepare for student led conferences. The dates for report card pick-up are: **Wednesday, November 17, 2021 and Wednesday April 20, 2022.**



Staff / School

Logistical

Information

ANNOUNCEMENTS

Intercom announcements will only be made in the afternoon. There will be NO announcements made during the school day except in the event of an emergency. In special cases, teachers will be allowed to make end-of-the day announcements at 3:00 pm. If an announcement is to be communicated to the whole school, please submit a request for the message that needs to be read to the main office for approval by noon of the day the message is to be communicated.

ASSEMBLIES- Domain 4

Smith will host various assemblies throughout the school year to celebrate student achievement, enhance classroom instruction, and/or share information with the entire school community. Teachers are expected to remain with their students throughout the duration of all assemblies. All staff members are required to participate and are expected to teach, model, and hold students accountable for appropriate behavior before, during, and after assemblies. Teachers should not be reading or grading papers during the assembly. Classrooms that do not arrive on time to assemblies as requested will not be permitted into the gymnasium.

Classes that behave inappropriately will be asked to leave. Inappropriate behavior includes excessive talking and frequent disruptions. If the student(s) do not respond to a verbal warning they will be removed from the assembly. If more than three to four students are behaving inappropriately, the entire class will be asked to leave. Teachers will be consulted to determine whether or not their class should be allowed to attend the next assembly.

Expectations for student behavior during assemblies

It is the responsibility of all instructional staff to teach and model appropriate behaviors and decorum for school assemblies. In most cases, assembly programs will be planned and attended by specific grade levels. During an assembly all students are expected to:

1. Move quietly through the halls and enter the auditorium in an orderly manner.
2. Sit quietly in their assigned area during the assembly.
3. Refrain from talking before, during and after the program.
4. Exit the auditorium and return to their classrooms in an orderly manner.

All staff members are expected to closely monitor students during assembly programs. Disruptive students should be addressed in accordance with procedures outlined in our school-wide discipline plan. Classes that do not adhere to the assembly expectations will be asked to leave the assembly.

ATTENDANCE- Domain 4

Students are to be in their classrooms at 8:15 a.m. and are to be dismissed promptly at 3:15 p.m. Classes are NOT to be lined up in the hallway prior to 3:15 pm.

Attendance Procedures:

A written excuse, signed by a parent or guardian, must be presented to the teacher with a stated reason when the child returns to school following an absence. Verbal explanations cannot be documented.

ATTENDANCE ACCOUNTING FOR ALL STUDENTS BEGINS AT 8:15 A.M and concludes at 9:30 am.

Late arrivals must have a tardy pass issued by the main office. Please keep a copy of the tardy pass for auditing purposes.

ALL TARDY STUDENTS MUST REPORT TO THE MAIN OFFICE BEFORE BEING ESCORTED TO CLASS.

Teachers must complete the following attendance procedures each day:

IT IS THE TEACHER'S RESPONSIBILITY TO REGULARLY UPDATE STUDENT INFORMATION THROUGHOUT THE YEAR.

In an effort to maintain accurate information for each student, all teachers are expected to forward any changes to vital information that might occur during the year to the main office. This includes such information as changes in address, telephone numbers, and dismissal arrangements, police reports, custody papers, etc.

The schedule below should be used to manage attendance. When a student is absent

for: 2 consecutive days Teacher calls home

5 consecutive days Letter sent from the office (Please send an email to Ms. Bruner and CC Admin) 8

consecutive days Home visit

10 consecutive days Certified 10-day letter sent from the office

15 consecutive days Student dropped from the roster

Once a student has been dropped from the roster, a parent must re-enroll the student. A certified letter will be sent to the parent informing them of their child's dismissal from school.

This information should be reflected on the students' report card.

Acceptable Excuses for Student Absences

Teachers should obtain a signed written excuse from the parent or guardian when a student is absent or tardy. If a reason is given which requires the principal's approval, the note should be sent to the office for signature. The teacher must keep written tardiness/absence excuses on file. Acceptable excuses for temporary absence from school include the following:

1. Student illness
2. Death in the immediate family
3. Observance of a religious holiday
4. Family emergency
5. Circumstances that cause reasonable concern to the parent or legal guardian for the safety of a child.
6. Other situations beyond the control of the student as determined by the principal.

Tardies

Please alert the administrative team and Main Office of chronically tardy students. We encourage teachers to contact parents if they notice a student is frequently tardy. The sooner the parents, the administrative team and support personnel are aware of a potential problem, the sooner we can intervene. **Please follow the guidelines of the absence policy when intervening with chronically tardy students.**

Extended Excused Absences

If a student has an extended excused absence from school, the teacher will determine the due date of all missed assignments based on the number of days the student has been absent from school. For example, if the student is absent for three days, the teacher will give the student three days to make up for all missed assignments. If the student does not turn in the missing work at that time, the teacher may apply their class policy to the late work or use their discretion in special situations. All students must be given the opportunity to make up for missed work.

ATTENDANCE – FACULTY/STAFF MEMBERS-Domain 4

In order to ensure that effective and quality instruction and learning is ongoing, it is necessary that each staff member be consistently available to provide quality service to our students and the school. **A 96% attendance rate is expected of all staff.**

Do **NOT**, under any circumstances, swipe in/out for a colleague. Swiping in/out on the behalf of another staff member will result in some level of disciplinary action that can include termination of employment with CPS.

Unless otherwise directed, teachers are required to swipe in by 8:15am in the Main Office and swipe out no sooner than 3:15pm. ESP's are required to swipe in and out by each individual's assigned schedule. Additionally, ESP's are expected to swipe in and out daily for lunch using the F1 Intermittent key function. ALL staff members are expected to be at their designated line-up location or assigned post and teachers must be prepared to receive students at 8:15 am unless otherwise noted.

Absences/Sick

When a staff member must be absent, it is required for that individual to contact the principal or assistant principal ASAP. If you are unable to notify the admin in person of your absence please call their cell phone. Please call no later than **5:00 am the day of the absence**. There is an increased chance that the vacancy will be filled the earlier that it is submitted. If no one is there to receive the phone call you must leave a message. **Text messaging is not an acceptable mode of communication.**

In the event a teacher or support staff member is ill, and it is necessary to be absent from school, that individual is required to request a substitute in **Frontline** immediately to reserve a substitute teacher. All staff must call the office before 2:00 p.m. on the day of an absence to notify us of your return; otherwise a sub will be retained for the next day. **A physician's statement is required after 5 days of absence, but can be requested after any absence.** Failure to strictly adhere to these procedures will result in disciplinary action.

Personal Business Days (PBD)

There will be time when teachers/staff need to request a Personal Business Day (PBD). Please remember these days need to be approved by the Principal prior to taking the day off. Requests for PBD must be given to the Principal. The office clerks do not have the authority to approve requests. Failure to adhere to this expectation will result in an unpaid day and discipline will follow. Do NOT give the request to the office clerks and assume it is approved.

In the event of an absence, it is the responsibility of each teacher to leave **THOROUGH AND COMPLETE EMERGENCY LESSON PLANS FOR A SUBSTITUTE**. A substitute folder will be developed by each teacher and kept in the Main Office (**For remote learning, Emergency Sub Plans are to be placed in a folder inside of your regular Google lesson plan folder.**)

The folder is due in the office on or before **October 8, 2021**. The classroom teacher should **replenish sub plans immediately after an absence.**

These plans must include the following:

1. Written plans to cover a minimum of 3 days (**PLEASE MAKE ALL COPIES**)
2. Class roster (If you service two different classrooms then you need rosters for both classes)
3. Current seating chart (N/A during Remote Learning)
4. Daily attendance forms
5. Daily schedule (With Synchronous and Asynchronous times, activities and lunch)
6. Routine information (classroom policies, bathroom/Break schedule, etc. this should be on the emergency plan as well)
7. Fire drill instructions (N/A during remote learning)
8. Emergency contact information for students
9. Emergency evacuation procedures (N/A during remote learning)
10. Designated "go-to" person for assistance (determined by teacher)
11. Please ensure for remote learning that all links needed for instruction are in your plans. The links for your google meet (For your classroom only), articles and any other instructional work.
12. If for any reason you want the sub to have access to your Google Classroom, this must be communicated to the Admin team at least 2 days before. (Remote Learning)

When absent from school, staff members are required, for payroll purposes, to put their missed time into Time Keeper. Only in emergency situations will teachers be granted permission to leave school or remote classrooms during the school day. Only the Principal can grant such permission. Please do not ask the office clerks.

STAFF ATTENDANCE PROCEDURES (TEACHERS, PSRPS, ESPS)

All staff must arrive to work every day at their assigned start-time. Staff must be ready to interact with students by August 30, 2021. "Ready to interact" with students includes:

1. At assigned door for student entry;
2. At assigned door for student monitoring;
3. At assigned door for student receiving and ready to teach;
4. At assigned location and prepared to work with students; and,
5. All personal articles put away and ready for the day to begin.

If you are tardy, please contact Administrators and the main office staff to report your estimated time of arrival as soon as possible.

All staff must swipe in and out using either their CPS ID or their unique 9 digit CPS ID number in the Kronos Time Clock. *[include requirement that staff sign-in also, if applicable]*. Staff are prohibited from swiping the time card of another CPS employee, allowing one's time card to be swiped by another CPS employee, swiping in/out at an unassigned CPS location, or altering a time card of another CPS employee without authorization. Such misconduct will be considered time fraud and/or time theft and will be grounds for termination from employment.

If a staff member must leave the building for any reason (during a lunch break or for an emergency), he/she is expected to:

1. Swipe in and out using either their CPS ID or their unique 9 digit CPS ID number and the "Itinerant Button" on the Kronos Time Clock; and,
2. [if applicable] Sign in and out using the provided Daily Record of Employee Time (a.k.a. Sign In Sheet).

Failure to adhere to these practices may result in delay or loss of pay and disciplinary measures.

Staff is charged with knowing the Board's benefit time policies in the event he/she has a planned or unplanned absence.

Appointments

All staff members should make every effort to schedule medical, dental, and all other appointments outside of school hours

CAFETERIA PROCEDURES – Domain 4

Teachers should take attendance and lunch count of students who will be receiving school lunch for that particular day. Classrooms will be provided with a lunch envelope.

Classes arriving late or out of order may be asked to move aside while others are served. Late classes will have to wait until they are prepared to move through as requested. No extra time will be allotted for classes arriving late.

IT IS THE TEACHER'S RESPONSIBILITY TO NOTIFY THE CAFETERIA MANAGER IN ADVANCE IF A CLASS WILL NOT HAVE LUNCH IN THE CAFETERIA DUE TO A FIELD TRIP OR OTHER ACTIVITY.

WENDELL SMITH ELEMENTARY SCHOOL CAFETERIA RULES

1. Students will arrive in the cafeteria and exit at scheduled times. Late arrivals and departures create confusion and do not allow time for clean up. No extra time will be allotted for lunch.
2. Students will obtain all necessary food items and utensils when they move through the lunch line.
3. Students will use table manners and practice dining etiquette.
4. Students will sit at their assigned table properly and remain seated until they are dismissed.
5. Students will scrape their trays, throw trash in the proper containers, and neatly stack their trays before leaving the cafeteria. The trash receptacle will be sent to each table. Students will dispose of their tray. Teachers are expected to teach students the lunchroom expectations.
6. Wendell Smith is a healthy certified school. Students will only be permitted to eat healthy snacks.

CHANGE OF NAME, ADDRESS, TELEPHONE NUMBER – Domain 4

Each faculty and staff member should notify the office when they change names, addresses, or telephone numbers. Employees who change their names or addresses during the school year must notify the school clerk immediately so that our records remain accurate.

CONFLICT RESOLUTION- Domain 4

Unfortunately, conflicts sometimes occur between faculty members. To minimize the impact these conflicts may have on the daily operation of our school, staff members are urged to resolve them as quickly as possible. When it appears that additional assistance is needed, the principal or other administrator should be contacted for assistance. Professional behavior and decorum are expected even during these times of disagreement and conflict. Should the situation remain unresolved, appeals may be made through the appropriate channels, in accordance with district policy. It is essential that all Smith staff members are committed to supporting each other and acting on the behalf of the team in order to maintain a positive work environment. **Disrespect and negative language between staff members will result in disciplinary action.**

COPIES- Domain 1

The copy machines are available for teacher and staff use. **It is imperative that all staff members are conscientious of paper waste and usage. In order to carry this out, please use copy paper wisely and recycle paper whenever possible. Do not use the copier in the main office. All teachers are encouraged to create a paperless classroom.**

***Please notify the main office immediately if a copy machine is not working. Please do not attempt to repair or change the toner on any of the copy machines!**

DRESS FOR STAFF- Domain 4 DRESS CODE

[Principals - We encourage you to work with your PPC on establishing a dress code for your school.]

Teaching is a profession. Our professionalism is established, in part, by the image we present to our school leaders, partners, and the representatives of the public with whom we interact. We serve as models for our parents and students. Our attire is important **and should be appropriate for an academic environment.** Accordingly, please consider the following guidelines for appropriate attire.

Business Attire:

Teachers, instructional staff and administrative staff should wear business attire. Below are examples of attire that is appropriate:

- Blazers, suits or sports coats
- Dress pants or slacks
- Dresses, skirts
- Dress shirts, oxford button-down shirts
- Polo shirts
- Sweaters and cardigans
- Dress shoes, loafers

Below are examples of unacceptable attire:

- Jeans or other denim clothing
- Leggings, spandex, fleece or sweat pants
- Athletic wear
- T-shirts, except for school spirit wear
- Shorts
- Sneakers, flip flops or beach sandals
- Head coverings, including hats and caps
- Clothing, including face coverings, with writing or slogans. This includes any symbols or messages that are disruptive, unsafe, or blatantly offensive to others.
- Apparel and face coverings that are solicitous, profane, obscene, derogatory or inflammatory to racial, ethnic or religious groups, symbols of violence or advertise such things as alcohol or illegal substances

Uniform:

Security, Custodians, Engineers, and Lunchroom workers are required to wear uniforms or attire appropriate to their work as directed by Central Administration.

Any exceptions to the dress code policy will be communicated in writing to the affected employees. Staff Professional Development Days- Dress on Staff PD days when students are not in attendance is business casual, unless otherwise announced.

EARLY DISMISSAL- Domain 4

Parents or guardians must report to the office and sign the early dismissal book before a student may be allowed to leave the school grounds. No student may leave the school grounds without being signed out by an authorized person. **Parents should not go to the classroom to pick up a child.** The child will be called to the office by messenger or intercom and parents should wait in the main office for their child. **Teachers should not release a child to a parent unless an authorized staff member is present to pick up the student.** Please be advised that many of our families have court orders and/or restraining orders against other individuals who are not allowed to pick up their students. Please notify the main office if anyone who is not a parent or guardian arrives to pick up a student. **Teachers and staff members are not allowed to call parents on their private line to pick up students from school for any reason. Teachers and staff members should call the main office and ask for a student's parents to be called.**

EMAIL- Domain 4

The use of e-mail over the CPS network is restricted for school business use only. Regular messages will be sent to you via email. It is each staff members' responsibility to check their e-mail mailbox daily. Individuals who do not have email in their primary work may use the computer lab to access their accounts. Efficient use of e-mail will minimize paper waste and unnecessary meetings.

*Public and classroom computers at The Wendell Smith Elementary School are for school business only! Staff members are not to use school computers for personal business. Web page history may be checked often and randomly at the principal's discretion.

Wendell Smith Elementary School is on a mission to improve our environmental foot- print! In an effort to reduce paper waste, the school administration will drastically reduce the amount of paper memos and notices for teachers and staff. Notices will be sent via e-mail to all staff members. ALL staff members are required to check their email on a daily basis for notices and updates.

FACULTY MAILBOXES AND EMAIL

The school maintains mailboxes for faculty members. The school administration is responsible for maintaining them. Use of mailboxes for purposes other than CPS business is restricted.

Employees must abide by the following restrictions:

- Official union materials may be placed in the mailboxes by the Union delegate or steward as long as a copy is provided to the principal **in a timely manner**.
- Fliers or mass distribution of notices in mailboxes is not permitted without principal permission.
- Information regarding non-CPS business is not permitted without principal permission.
- Political or religious materials may not be distributed in the school or in faculty mailboxes.

Email Signatures

Email signatures should contain name, title, school/department, contact information (e.g. phone number, email address, fax number). Optional items could include a school website address and personal pronouns. Employees should not include extraneous information (e.g. quotations, reading lists, etc.)

FACULTY MEETINGS- Domain 4

Staff meetings will be held throughout the school year for professional development, information, and celebrations. Staff members will be notified of staff meetings in advance. **In order to ensure excellence and the advancement of our school family, it is imperative that all staff members are on time, present, and actively engaged during staff meetings. Cell phone usage (texting), sidebar conversations, and tardiness are not acceptable.**

FINANCIAL PROCEDURES- Domain 4

Teachers **ARE REQUIRED TO** remit all money and receipts, daily, to the main office. Money **MUST NOT** be kept in the classroom overnight and is the personal responsibility of the classroom teacher. No personal checks are accepted on behalf of Smith School. The following procedures should be followed:

1. Receipts are to be signed by the person to whom the receipt book was assigned.
2. When a teacher collects money from a student, a receipt must be issued. A money collection form should be completed
3. If a mistake is made the receipt should be marked void. **Whiteout must not be used**. Both white and yellow copies should be kept in the receipt book for voided receipts. **All money collected from Smith students must be receipted!**

4. **No Personal Checks Are Accepted.**

5. Collection for student field trips: Teacher must fill out top of payor's list form. After the money is collected add the student's name to the payor's list. Next, turn the form and money into the clerk before the end of the day. Teacher's must ensure the bottom of the payor's list form is filled out. The teacher's signature must be on the form.

Instructional Supply Money

Per the agreement between the Board of Education for the City of Chicago and the CTU contract, all classroom teachers receive **\$250.00** each school year for the purchase of instructional supplies for classroom use. Please adhere to the following procedures before expending these funds:

- ❖ Obtain a tax-exempt letter from the school clerk before making a purchase. (Any use of this form for other than school purposes is illegal.) **You will not be reimbursed for tax.**
- ❖ You may make purchases from a variety of places. After you have spent \$250, or more, **(but you will only be reimbursed for \$250)** please complete a school expenditure requisition form.
- ❖ Submit the form and your itemized receipts to the school clerk. (Make a copy of your receipts for your records.)
- ❖ **Purchases must be made by May 2, 2022. Any reimbursements not submitted by this date will be used to purchase school supplies for general use.**

Purchase Requisitions

- ❖ Purchase requisitions are required for all purchases. These forms need to be filled out completely, signed, and can be obtained in the office.
- ❖ Store receipts must be attached to the purchase requisition.

Note:

- Always obtain a receipt for school records.
- Turn in receipts as soon as they are received in order to keep records up to date.
- Personal checks cannot be cashed.
- Stamps cannot be sold.

All money received by teachers and organizations within the school shall be duly received and deposited in the appropriate school account. All purchases or expenditures of funds shall have supporting evidence in the form of receipts or invoices. **School activity funds are audited annually**

FIRE DRILLS

Fire drills are held without prior notice periodically throughout the school year. A fire exit map should be posted at all times in each classroom. The signal for a fire drill will be the sounding of the fire alarm. An "all clear" acknowledgement will be given for returning to the building. During a fire drill, the procedures below must be followed:

- All doors and windows should be closed.

- Students must exit the building using the designated emergency exit.
- Students must re-enter the building in a quiet and orderly manner.

KEYS

Teachers should unlock their classroom doors at the beginning of each school day and lock them at the end of each day. **NEVER GIVE CLASSROOM KEYS TO STUDENTS!** In the event that a teacher loses a classroom key, please notify the school engineer as soon as possible. Teachers are responsible for notifying maintenance to unlock their classroom doors until the key is replaced.

MAIL BOXES

Teachers should check their mailboxes upon arrival each morning, at lunch, and at the end of the school day. **Students are not permitted to retrieve or place items in teachers' mailboxes for any reason.** Confidential information should always be placed in a sealed envelope. Staff mailboxes are for school business only. Outside vendors or patrons are required to obtain the principal's approval before placing any items in staff mailboxes.

MAIN OFFICE DECORUM

The main office serves as the hub of school business at Wendell Smith Elementary School for students, parents, teachers, and parents. Professional decorum must be maintained at all times. **Smith staff members are required to refrain from openly discussing issues pertaining to students, families, and colleagues in the main office. When in the Main Office please DO NOT sit or use the office clerks' computers.**

PARTIES

Classroom celebrations are allowed at the discretion of the teacher. Teachers are allowed to celebrate special occasions and holidays with their students as long as the following guidelines are followed:

- All parties are self-contained within the classroom. No hallway or joint classroom celebrations are allowed without prior approval.

- All treats are store bought in the original packaging. **Please do not allow parents to bring home cooked treats!**
- Cleanup is the classroom teacher's responsibility. Please request extra garbage bags from a custodian prior to the celebration. **No food should be left in the classroom overnight!**
- Parties should be held during the last hour of the school day unless alternate arrangements are made with the school administration.
- Birthday parties for individual students will **not** be allowed. Parents are not allowed to bring/send cupcakes for their child's birthday to be eaten during lunch or any other time during the school day.

PAYROLL

Employee pay is issued every-other Friday. If the scheduled payday falls on approved holidays or weekends, the preceding normal workday will be payday.

IT IS THE RESPONSIBILITY OF THE EMPLOYEE TO SWIPE IN AND OUT DAILY AND TO SIGN IN AND OUT DAILY. ALL MISSED SWIPES MUST BE APPROVED BY THE PRINCIPAL.

PROMOTIONS AND RETENTIONS GRADES K – 8- Domain 4

The Chicago Public Schools Board of Education approved policy for retention are as follows:

Students in grades 3, 6, and 8 must earn the designation basic or above on the annual assessment, in addition to obtaining passing class grades and maintaining good attendance to be eligible for promotion to the next grade.

Even though instructional programs are provided to meet the needs and differences of individual students, retention is sometimes necessary and in the best interest of the student. Decisions as to whether pupils are to be promoted to the next grade or retained are made with primary emphasis on academic performance taking into consideration what is best for each individual pupil.

Teachers will confer with the parents of a child making unsatisfactory progress as soon as problems arise and will develop plans to help the child reach an acceptable level of performance.

Ongoing communication should be maintained between the teacher and the parents to assure that intervention procedures are being employed to assist the child in attaining vital academic skills.

- When a teacher has reason to believe that a child should be retained, the teacher will consult with the principal and additional school personnel who have worked with the child. The parents of pupils being considered for retention will be informed of the impending retention.
- Decisions relative to promotion and retention are made by the respective teachers and reviewed by the principal. Before a child is retained more than twice, the case must be reviewed and approved by the principal.
- When a teacher observes a pupil with academic deficiencies that may lead to retention, the teacher will consult with the principal and school personnel who have worked with the child. The teacher will develop strategies for working with the pupil and conduct a conference with the parents to discuss the needs of the pupil. Certain situations may necessitate the use of resources available through the other supportive services.
- It will be indicated on the report card to parents during the second and third grading periods when a pupil is experiencing difficulty to the extent that retention may be necessary.
- Data will be collected throughout the school year to support decisions regarding promotion or retention. MTSS data is placed in Aspen.

- At least four weeks prior to the end of the school year the teacher and principal will review the progress of those pupils being considered for retention and make a final decision.
- Academic performance will be the prime determiner in making a decision as to whether a student should be promoted or retained. Promotion or retention will be based on what will result in the greatest good for the pupil taking into consideration additional factors such as ability level, attendance in conjunction with poor classroom performance, chronological age in relation to the normal grade/age group, delayed/advanced physical development, and maturity in emotional and social development, and work and study habits.

RESTROOMS- Domain 2

Staff members are expected to adhere to the Bathroom Expectations stated below. Below you will find the school wide bathroom non-negotiable that all staff members are expected to adhere to.

- Classroom bathroom breaks should be conducted as quietly, quickly, and efficiently as possible. Teachers are encouraged to pair up with their grade level partners to organize bathroom breaks.
- Teachers must inspect the restrooms before and after their class has finished using the restroom. **No students should use the restrooms unsupervised.**
 - Teachers are to **ACTIVELY** monitor the restroom by standing in the doorway. During this time you will be encouraging students to minimize their conversations, by being quiet, quick, and efficient.
- Please be mindful of student personalities. Identify student(s) and create a restroom safety plan for students who need to use the restroom by themselves. Please note there are some students who need to use the restroom first and or last. Please see a member of the Security/Dean of Students for assistance if needed.
- Students are not to bring writing materials or electronic devices into the restrooms.
- Please reiterate and if necessary, reteach the bathroom expectations prior to leaving your classroom. Students **SHOULD NOT** have any electronic devices with them prior to entering the restroom. (Cellphones, tablets, etc.)
- If a student has a restroom emergency during instructional time, inform an available staff to **ESCORT** them to the restroom. This can be done by ringing the Main Office. An available personnel will come to assist. **NO HALL PASSES SHOULD BE GIVEN TO INDIVIDUAL STUDENTS NOR SHOULD STUDENTS BE SENT OUT OF THE CLASS.** Students are not to leave the classroom until an available staff member comes to the classroom to escort the student to the restroom. As soon as a student indicates that they need to use the restroom, please notify the Main Office. This will hopefully prevent accidents.
- If more than 2 students request to use the restroom within a 15 min interval, please escort your entire class to the restroom.

- Teachers must monitor the length of time their class uses the restroom with a clock or stopwatch. Our goal is for all classes to complete a restroom break within 7-10 minutes. Hallway expectations must be adhered to.
- Please identify a responsible bathroom monitor for both the girls and boys bathroom. Their role is to monitor bathroom behavior and stall availability. The goal is to have students in and out of the restroom quickly.

ROOM MAINTENANCE -Domain 4

- It is the responsibility of each teacher to see that their classroom is kept orderly and neat. Students should pick up paper and trash before they exit their classrooms for any activity except during a fire drill or an emergency.
- Desks and tables should be properly aligned and left orderly. No trash should be left on the floor at the end of the school day.
- Empty or unopened boxes should not be visible in the classroom.
- At the end of the school day, teachers should secure windows, turn off lights, close blinds, and close the doors.
- Tape should not be used on windows, or doors.
- Food should not be kept in student or teacher desks

[Environmental Checklist](#)

SCHOOL TOURS

Wendell Smith Elementary School is a highly publicized turnaround school on the cutting edge of education reform. We have received local coverage for our practices and will continue to welcome visitors at all times. It is very important that we maintain the highest standards of excellence at all times; whether there is a scheduled visit or not. **The students and families at Smith are our clients on a daily basis.** Classroom tours and visits will be frequent and often unannounced. Smith staff is responsible for maintaining the highest standards of excellence at all times. Please use this handbook as a guideline for expectations at Smith.

Volunteer Policy

All guest speakers and other visitors **MUST** go through the proper Board vetting before working with students. **If the guest speaker/visitor is a volunteer, he or she MUST be approved through the Board's volunteer onboarding process before working with students.** For more information regarding volunteering, please visit the Board's Family and Community Engagement website at:

[Family ,Community and Engagement Website](#)

The Board's Volunteer Policy can be found at: [Volunteer Policy](#)

SICK OR INJURED STUDENTS

Ill or injured students are to be referred to the main office. The main office will notify parents or paramedics if necessary. **Students should never be sent to the office alone.** In all cases of accident and/or injury a **CPS incident report** must be completed by the staff member on duty or staff member who was supervising the child at the time of the accident. The accident report must be completed by the end of the school day and returned to the principal's mailbox. In certain cases it may be necessary to transport the ill or injured student to the hospital. The student's legal guardian must be notified.

UNDER NO CIRCUMSTANCES SHOULD ANY STAFF MEMBER ADMINISTER ANY TYPE OF MEDICATION TO ANY STUDENT, EVEN IF THE PARENTS HAVE REQUESTED THAT THE STAFF MEMBER DO SO.

Students who must take medication during school hours must have a note from the parents on file indicating the information. This note must be filed in the student's health folder in the main office. Medications will be stored in the counselor office. This includes inhalers and EpiPens.

SMOKING

SMOKING IS STRICTLY PROHIBITED ON SCHOOL PROPERTY BEFORE, DURING AND AFTER SCHOOL.

STUDENTS OUT OF CLASS- Domain 2

Teachers are required to protect and **MAXIMIZE** instructional time daily. Please monitor the reasons students are allowed out of class. **Under no circumstances should students be allowed in the hallway to use the restroom or run an errand without supervision from an adult! Hall passes of any kind are not used at Wendell Smith Elementary School. Under no circumstances should any student be sent to the office unescorted by a staff member. If a student needs to be removed from class for inappropriate behavior or illness, please call the main office and a staff member will come to the room. This policy will be strictly enforced!**

SUSPENSIONS

Teachers should keep records of actions taken to solve discipline problems in Aspen. This report should include date, offense, and efforts to correct the problem.

Chicago Public Schools designates out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture in schools. All behavior has a purpose. When misbehavior occurs, we must seek to understand the underlying reasons for the behavior in order to design a response that effectively changes student behavior. When schools develop disciplinary responses that are instructive and restorative, student-teacher relationships, student outcomes, and overall school climate all stand to improve.

CELL PHONE USE- Domain 4

CELL PHONES MAY BE USED FOR EMERGENCIES ONLY. CELL PHONES SHOULD BE TURNED OFF OR PLACED ON VIBRATE WHEN ENTERING THE BUILDING. ALL STAFF MEMBERS MUST REFRAIN FROM TAKING PERSONAL CALLS ON CELL PHONES DURING INSTRUCTIONAL TIME. CELL PHONE USE (TEXTING) IS PROHIBITED BY STAFF MEMBERS ANY TIME STUDENTS OR FAMILIES MAY BE PRESENT. (THIS INCLUDES TEXTING AND CELL PHONE USE IN THE HALLWAYS) THE CELL PHONE USE POLICY WILL BE STRICTLY ENFORCED. STUDENTS MUST TURN IN CELL PHONES TO THEIR TEACHER DAILY. THE TEACHER WILL COLLECT AND SECURE THE CELL PHONES IN A LOCKED DRAWER. CELL PHONES WILL BE REDISTRIBUTED TO THE STUDENTS AT THE END OF THE DAY.

TEXTBOOKS AND LIBRARY BOOKS / MATERIALS – Domain 4

Students will be furnished with all basic textbooks. Each teacher is responsible for distributing the textbooks for the class and for keeping a record of the books issued and the condition of the books. Each student is responsible for his/her books, and should take every precaution to protect this property.

Textbooks shall be provided without charge. At the conclusion of the course, at the time of transfer or withdrawal, at the end of the school term, textbooks must be returned in acceptable condition. In the event of loss or abuse of textbooks, replacement costs shall be assessed.

TRANSPORTATION

UNDER NO CIRCUMSTANCES SHOULD ANY STAFF MEMBER TRANSPORT STUDENTS IN THEIR PERSONAL VEHICLES.



Staff

**Instructional
Information- Domain 1**

ASSESSMENT- Domain 3

Smith will participate in several school wide formative assessments throughout the school year to help guide instructional decisions and track student progress.

- ✓ REACH Performance Task (Grades Pk-8)
- ✓ ANET - Diagnostic and Progress Monitoring
- ✓ Content Specific Curriculum Summative Assessments
- ✓ DIBELS/TRC (Grades K-2nd)
- ✓ Teacher made assessments- (Exit Slips)

Assessments will be followed up with data dialogues and professional development to help focus our instructional decisions. Teachers will receive schedules and preliminary information for administering each assessment. Educational Support Personnel will support classroom teachers during IAR and ISA testing periods.

Student Work Galleries – Domain 4

Student Work Gallery Due Dates

All hallway student work galleries must be changed and the work on them completed by the date indicated in the school calendar.

HALL SHOWCASES MUST MEET THE FOLLOWING CRITERIA:

- Authentic student work must be displayed, which should include writing samples, projects, pictures, and seasonal artwork.
- Hallway bulletin boards must be attractively displayed and reflective of the grade level curriculum/lessons.
- Boards should be high quality; three dimensional (when possible); include the use of creative materials; non-commercial board displays.
- Do not use paper with torn or shredded edges.
- A simple rubric showing the requirements for the student work should accompany all bulletin boards.
- DOK levels should also be posted on each student work gallery.
- An explanation of the assignment or activity should accompany all bulletin boards. · Please do not work on bulletin boards during instructional time.
- Students must have adult supervision while working on bulletin boards. · Bulletin boards are a chance to show off the great work of our students and teachers! Please make sure your boards reflect the high quality of work we aim for at Smith.
- Bulletin boards should reflect skills that they are currently working on within a 2-3 week window.

CLASSROOM ENVIRONMENT- Domain 2

Below are several suggestions for creating an inviting and stimulating environment:

- Keep floors, desks and chalk/white boards clean. At the end of the day adjust shades, furniture and close windows.
- Evidence of instruction and student work is displayed throughout the classroom. (anchor charts, rubrics, shared writing, student work, etc.)
- Display exemplary student work.
- Develop colorful, interesting and pertinent bulletin boards.
- Change all displays periodically.
- Provide an appropriate space for school announcements.

Classroom Environment Checklist: [Classroom Environment Checklist](#)

Please refer to the Classroom Environment Checklist for guidelines on maintaining an excellent classroom environment. Teachers and educational support staff are responsible for adhering to the requirements on the checklist. In addition, we require that all classrooms are safe for students and teachers and provide a healthy learning environment. **Students, parents, and stakeholders are our visitors' everyday! All staff members need to be committed to showing excellence and consistency throughout the building. *Smith teachers are strongly encouraged to display certificates, diplomas, and other examples of professional accomplishments in their classrooms.**

CLASSROOM OBSERVATIONS- All Domains

Classrooms are observed regularly at Smith. Each teacher should expect frequent non evaluative classroom visits from a member of the administration or their peers. Additionally, teachers will be provided feedback in the following areas: · **management of student behavior**

- **management of lesson plans, Gradebook, grade level meetings, etc.**
- **instructional delivery**
- **classroom environment**

CURRICULUM- Domain 4

At Smith we prescribe a balanced literacy model for reading and writing instruction. The passage below outlines expectations for literacy instruction within the balanced literacy model. It is very important for students at Smith to receive a consistent approach to reading and writing instruction throughout the grade levels. **We will continue to provide support in literacy, math and science instruction through regular coaching cycles and ongoing professional development in the following balanced literacy model. The following page outlines the balanced literacy model at Wendell Smith Elementary School.**

Wendell Smith Elementary School Balanced Literacy Model

The Balanced Literacy Model – A Gradual Release of Responsibility

Balanced Literacy is a balance of instructional formats, instructional strategies, and instructional content. There are four key instructional formats that encompass all learning in the balanced literacy model. They relate to the optimum way that students learn any new skill or information: modeling, sharing, guiding, and developing independence. For example: **The teacher *models* a new skill or strategy. Next, the teacher and the student *share* in the new behavior by doing it together. Then the teacher *guides* the student with the new skill with less support. The ultimate goal is for student to internalize the new skill or strategy and work *independently*.**

This model provides a flexible structure as the teacher assesses what individual students need, giving students the support to learn and practice strategies as they become accomplished readers, writers, listeners, speakers, viewers, and thinkers through the gradual release of responsibility. Smith teachers will use this model for all literacy instruction.

Read Aloud: *Teacher reads selection aloud to students.*

- An able reader reads aloud (teacher or other adult) · Students do not see the printed text, but may see the illustrations
- Text is 1 – 2 grade levels above the reading level of the audience
- Fluent reading is modeled
- Attention is given to advanced sentence structure and vocabulary
- A variety of genres are introduced, including poetry and classics
- A sense of story is developed
- Strategies for sustaining reading (decoding) and expanding meaning (comprehension) are explicitly modeled
- Is a teaching event

Shared Reading: *Teacher and students read text together.*

- Teacher reads text, inviting students to join in the reading when appropriate
- Teacher models strategies in context, students are asked to share in the process
- Text must be visible to all students: big books, charts, poster, overheads, basal
- Develops concepts about print and language · Text presents supports and challenges
- Text features are discussed and used to build meaning
- Models repeated readings
- Strategies for sustaining reading (decoding) and expanding meaning (comprehension) are explicitly modeled and practiced

Guided Reading: *Teacher introduces a selection at student's instructional level.*

- Students read a text at their instructional level (supports and challenges) in a small group
- Teacher provides an introduction and support as needed
- Teacher *does not* read the text
- Each student has a copy of the text
- Discussion supports comprehension
- Provides opportunity for the teacher to access and diagnose
- Beginning readers use quiet voices to read aloud at their own rate
- Intermediate readers read silently at their own rate · This is not choral reading or round-robin reading · Teacher actively monitors students as they read · May include word study
- Strategies for sustaining reading (decoding) and expanding meaning (comprehension) are practiced in context

Independent Reading: *Students read independently.*

- Students choose and read books at their independent level for a sustained period of time
- Choose topics of personal interest
- Use strategies to build fluency and comprehension · Teacher actively engages individual students in reading conferences to observe and assess reading behaviors
- Student are actively interacting with text through use of post-it notes to code thinking and demonstrate application of reading strategies
- Strategies for sustaining reading (decoding) and expanding meaning (comprehension) are practiced in context

FIELD TRIPS- Domain 4

The administrative team must approve all field trips at least 2 week prior to the trip date. Applications for student travel must be submitted to Ms. Bruner at least 2 weeks prior to the field trip date. Teachers and staff members should adhere to the following guidelines for field trip procedures.

- ✓ Obtain a student travel request form from the main office. All trips must have a completed form with explanation of educational value, number of students, number of chaperones, and cost of trip (if any). **The student travel form must be turned in to Ms. Bruner at least 2 weeks prior to the trip date.**
- ✓ **If there are specific classroom guidelines for specific trips, the administration must receive and approve the guidelines in writing prior to planning the trip. Ex. Behavior, attendance, student exclusion etc.**
- ✓ Notify the main office to schedule a bus for your trip.
 - ✓ If you are collecting money for the cost of the trip, notify the main office to obtain your teacher receipt book. All money collected must be accounted for in your receipt book. **We cannot accept personal checks for field trips. Teachers are personally responsible for maintaining accurate accounts for all trips.**
- ✓ Teachers are responsible for sending out permission slips to each parent. Permission slips are available in the main office. **Students who do not have a permission slip on file will not attend field trips!**
- ✓ Notify the lunchroom manager in advance if your class is going on a field trip. The lunchroom may prepare cold sack lunches for your students or you can request that students bring lunch from home.
 - ✓ Contact parents to join you on the field trip as chaperones. The ratio of adults to children for CPS field trips is as follows: Kindergarten- 1 adult to 6 children Grades 1st– 8th: 1 adult to 10 children. **The school will not pay for adult chaperones.**
- ✓ On the day of the trip carefully count the number of students attending and make sure all students are accounted for. Place a list of students attending the trip in the teacher mailbox. **Students who are not allowed to attend the trip for any reason must be relocated to another classroom with work to complete for the day. Teachers are responsible for making these arrangements. Please communicate to the admin where students are located.**

Field trips are not to be planned during professional development, testing time, dates preceding tests such as IAR/ISA tests or other dates identified by the principal.

Bus Request- Domain 4

Teachers need buses for various reasons throughout the school year. Whenever a teacher requires a bus, they are required to follow a specific protocol to ensure the bus is reserved and paid for appropriately:

1. Complete a Budget Expenditure Request Form (BERF) outlining:

- a. the reason for the bus
 - b. the cost of the bus
 - c. the final destination
 - d. the times, dates, and persons involved
 - e. the detailed cost of the trip (entrance fees, food costs (if any), bus costs, etc)
 - f. the anticipated funding sources for each expense
3. Work with [insert point of contact] to complete a field trip request on ORACLE 4. Notify the principal that the request has been submitted in Oracle for approval 5. Contact an approved bus vendor*
 6. Obtain a written quote outlining times, dates, costs and details associated with the bus
 7. Complete a field trip form.

GRADE BOOK-Domain 4

Grade Book Category Breakdown

Classwork	35%
Homework	10%
Class Participation	20%
Assessment	25%
Personalized Learning/PBL (Gold)	10%
Total Weight	100%

Grade Book Criteria (Aspen)

Each classroom teacher will keep an up-to-date CPS Gradebook. Teachers are to enter grades on a weekly basis, but the guidelines do not require a minimum number of grades, though elementary science and social studies need only enter grades every two weeks. Though the guidelines do not require a minimum number of grades each week, they do require that teachers post a "sufficient number of grades to assess student achievement both at progress reports and at the end of the quarter."

Categories and Weights

Categories should be established by elementary grade teams. No categories (including participation) should be weighted more than 50% and weights should be assigned that reflect the complexity of the task and the overall student learning for the course.

All grade books must contain the following complete and accurate information:

- Indicate the topic and/or skills assessed.
- Dates must accompany each grade book entry. This is the date the assignment was issued.
- Grades must be based on the standard grading scale.
- Modifications in instructional levels should be noted in the grade book.
- Indicate the CCSS/NGSS in Aspen. This should be aligned to the Scope and sequence.
- Grades for (Math, reading, writing, and science) should be recorded in Aspen as assignments or assessments when appropriate.
- Color Code each category
- All classrooms at Smith adhere to the **CPS** grading scale:

Grading Scale

- ❖ *100-90 A*
- ❖ *89-80 B*
- ❖ *79-70 C*
- ❖ *69-60 D*
- ❖ *Below 59*

GRADE REPORTS- Domain 4

- Report cards will be sent home following each grading period.
- Report cards should be completed in Aspen on or before the assigned due date.
- The Principal or her designee prior to releasing them to students will review report card comments. Comments on report cards will be scrutinized closely. **Comments must be objective, specific, and prescriptive.** Report cards not meeting the above criteria will be returned to the teacher for improvement. **Comments on the report cards are extremely important.** Please refrain from writing the same comment on every child's report card. Their comments should reflect their uniqueness and individual accomplishment.

Teachers will not be permitted to issue a student an "F" if there is no written evidence that you have attempted to communicate to the Parent/Guardian of the students' academic and/or attendance deficiencies prior to the report card being issued. Written communication must be given to the Parent and Admin. All communication regarding the students' status must be communicated no later than the 8th week of any given quarter.

Grade Change and Appeal- Domain 4

After a grade becomes final, a student may appeal a teacher's grade to the principal. In the event of an appeal, the teacher will be notified. Principals may change grades only under certain circumstances. A teacher may appeal to the network chief if s/he disagrees with the principal's decision to change a grade. The Board's policy on grade changes is found at [Grade Change Policy](#) .

GRADE LEVEL COLLABORATION- Domain 4

Collaboration between colleagues is essential to the growth of the professional learning community at Smith. In order for students to receive a consistent experience at Smith, teachers and staff will collaborate often within grade levels and across grade levels. Grade level cluster departments should communicate often to align lessons and plan various projects and events with administrators. **Each grade level cluster will have weekly meetings to discuss student data (Curriculum Mapping, NWEA, IAR, attendance, Content Progress Monitoring results, etc.)** curriculum alignment, and special events. Teachers will be provided with a schedule for grade level meetings in the beginning of the school year. All staff members are expected to be on time, prepared, and actively engaged at grade level meetings. Teaching teams are strongly encouraged to conduct planning meetings and dialogues before and after school as well.

PROGRESS REPORTS- Domain 4

Each classroom teacher is responsible for completing progress reports in Aspen on time. Teachers will receive progress report reminders through the Smith calendar as well as IMPACT. Progress report grades will be based on **5 weeks' worth of grades per subject** (for the half quarter). At the 5 week interval all classes must have at least 1 quiz and/or test. Teachers are also responsible for entering comments for progress reports. While there is no official progress report for Kindergarten in Aspen, Kindergarten teachers will prepare a summary progress report for their students to provide parents with consistent feedback.

Specials teachers will enter progress report grades if a student is in danger of failing the class. All special teachers will enter grades in Aspen.

***Teachers are required to inform parents of their student's risk of failing any subject during progress report time. Please document failure notices, and provide comments that let parents know what their children need to do in order to improve their grade. Document all conversations in Aspen.**

HOMEWORK- Domain 2

The purpose of home assignments is to build skills, creativity, and good independent study habits. These assignments can be used very effectively to provide practice for skill development. Provisions should be made to promote good work habits, increase self direction and responsibility, and to include resources in the community as part of the students' education. Teachers must give credit to students for all home assignments completed. Teachers are asked to clearly communicate to parents how home assignments will be weighted and include this assessment in the students' quarterly evaluation.

Homework must be assigned every Monday-Thursday. Weekend homework should follow the same time allotment listed below for each grade level. Reading logs must be assigned with minimum nightly assigned reading for 30 minutes.

Additionally, long-term projects should be assigned regularly throughout the school year. These should include and are not limited to: **genre studies, research papers, author study projects, science projects, extended response papers, etc.** Please remember that quality homework versus quantity ensures high expectations!

Homework Guidelines:

Kindergarten 15 minutes per evening

Grades 1 and 2 30 minutes per evening

Grade 3, 4 and 5 45 minutes per evening

Grades 6, 7 and 8 60 minutes per evening

*In addition to homework assignments, students **MUST** select a book to read every day. Homework guideline times do not include reading time.

If assignments are given over the weekend, they should not exceed the above time allotments.

LESSON PLANS- Domain 1

Lesson plans are an important factor in successful teaching and are the key to good planning, teaching, and discipline. Lesson plans are a statement of the instructional program in your classroom. Long and short range planning is required to have an effective instructional program. Lesson plans should be specific and comprehensive.

- Lesson plans (Whole Group, Small Group, Guided Reading, Instructional Read Aloud) must be turned in **EVERY FRIDAY BY 5:00 PM.**

- The first set of lesson plans are due **September 10, 2021 by 5:00 PM and every Friday following. Lesson plans should be submitted via Google Drive. Diverse Learner Teacher Lesson Plans are due every Monday by 5:00 PM of the next week.**
- All Field trips must be incorporated into weekly lesson plans and have a connection to the academic topics covered in class through extension activities. Lesson plans should be done on the computer and uploaded to the Google Drive Folder, as well as posted in the designated area in each classroom for easy reference from a teacher or administrator.

***This year we are working towards improved curriculum alignment across grade levels and unit long term unit planning by grade levels teams. We strive to increase the level of collaboration and consistency through this process. Teachers in grades K- 8 will be asked to participate in unit planning throughout the school year.**

Make up Assignments- Domain 2

While time lost from school can never be made up fully, students who have been absent for just cause should have the opportunity to make up work, which is of a written independent nature. If grades were given on the work that was missed, students who had excused absences shall receive full credit for make-up work.

1. Decisions as to whether or not a student should be given full credit for make-up work after an unexcused absence should be guided by the following principles:
 - a. The action should be in the best interest of the student involved and should not be determined by her / his classmates.
 - b. When a student is penalized by a reduction in credit allowed for make-up work, he should have an opportunity to recuperate from his losses as the result of additional effort on his part.
 - c. Students should have equal opportunity and treatment with regard to make-up work.
 - d. Chronic occurrences should be considered to be more serious than exceptional or occasional ones.
2. Teachers should assist students to accept the responsibility for completing make-up work.

REACH- Domain 4

Like all CPS schools, *[Wendell Smith Elementary]* administration utilizes the REACH process to evaluate teacher performance based on the agreement set forth in the

Collective Bargaining Agreement. The components of REACH are: 1) professional practice and 2) student growth. Professional practice is measured using the CPS Framework for Teaching. Student growth is measured through REACH performance tasks and standardized assessments.

Teachers can locate all REACH resources on the Knowledge Center, located at [REACH Resources](#) which includes the comprehensive REACH Handbook and Best Practices guidelines, located at [REACH Handbook and Best Practices](#). Staff are encouraged to explore the Knowledge Center, as it provides a significant amount of resources for teachers and staff on the REACH process. Teachers are also encouraged to attend Framework Professional Development Opportunities.

ESP/PSRP Evaluations- Domain 4

Effective with the 2017-18 school year, all ESPs/PSRPs' (except custodians, **military staff**, and NSS staff) evaluation documentation is stored and tracked in PeopleSoft. You are required to regularly check your email to follow along with the evaluation process.

For more information regarding evaluations, please visit the Knowledge Center at [ESP/PSRP Evaluations](#)

Student Teachers and Observers

Student Teachers are an integral part of our teaching workforce. As defined by CPS, Student Teaching is the required full-time internship experience set by a university's education preparation program for students seeking an education degree and/or educator state licensure. The Board has partnered with more than 75 universities across the country to bring student teachers into our schools.

CPS student teaching takes place during both semesters. Prospective student teachers must apply for eligibility through the CPS student teaching program after being recommended by their university. Student teaching registration is completed in the semester prior to their placement and has strict deadlines for eligibility. Student teachers must pass a criminal background check and tuberculosis test in order to enter the classroom. Once these required checks have been cleared, student teachers will receive a **report to service notification** from the CPS Talent Office. Principals and Mentor/Cooperating Teachers should request a copy of the report to service notification prior to the Student Teacher's first day. Student Teachers who have NOT received a report to service notification **may NOT report to student teaching** and should contact their University liaison immediately. Mentors and principals should plan to work with the University liaison regarding expectations for gradual release of the classroom, and the completion of the EdTPA, including required classroom videotaping.

More information can be found at [Student teachers/Observers](#)

Wendell Smith Marker board Configuration

Marker Board Configurations

What is it and why do we use it?

- A standardized layout of a classroom's daily schedule, objectives, activities, & assignments
- Anyonewhowalksintoyourclassroomshouldbeabletoidentifywhatyourstudentsarelearning

How to create it?

- Study the diagrams and images below
- Use painter's tape to divide sections
- Incorporate vivid colors whenever/wherever possible

Where should it be in my classroom?

- Schoolwide, markerboards must be positioned on the whiteboard closest to the classroom door

Teachers in grades K-8 are required to set up a marker board configuration on the white boards in their classrooms. Marker board configuration helps organize classroom information for students. Marker board sections should be neatly delineated using colored tape. Marker boards should consistently display the following information: ✓ Date

- ✓ Classroom schedule / agenda
- ✓ Learning objectives
- ✓ Vocabulary
- ✓ Homework

MOBILITY IN THE CLASSROOM-Domain 3

Teachers and instructional assistants are expected to move around the classroom frequently during lessons. Student independent work must be monitored for accuracy and affirmation. **Teachers will take care of administrative matters during prep time, breakfast, or before and after school. Your mobility in the room reduces discipline problems and greatly increases student engagement. Teachers will refrain from sitting at their desks when students are working independently. During independent work time teachers are required to do one or more of the following:**

- ✓ Circulate the classroom to "check in" with students
- ✓ Pull small instruction groups to work on targeted skills
- ✓ Conference with individual students

PROFESSIONAL DEVELOPMENT- Domain 4

Professional development opportunities are planned continuously throughout the school year. We believe that all professionals must actively pursue intellectual and personal growth through collaboration with our colleagues. In addition to CPS professional development days, Smith will participate in network wide professional development activities as well. It is the teacher's responsibility to seek out learning opportunities specific to their own needs. Visits to network schools, observations, and trainings are encouraged. Teachers are required to participate in all network initiatives that require professional development.

Self- Directed Preparation Periods- Domains 1 and 4

1. Self directed preps

Professional development and preparation time is paid work time set aside for teachers to engage in important professional activities to enhance their practice and improve student outcomes. This time allows teachers to plan/prepare for instruction and other student services and to do the things described in domains 1 and 4 of CPS Framework for Teaching.

Professional development and planning/preparation activities generally must take place at the school unless the teacher and the principal have agreed on an off-site activity.

For guidance, the following activities are types of appropriate professional development or planning and preparation activities:

- Lesson/Unit planning, development or study
- Creating assessments, grading assessments
- Classroom environment set-up/adjustment (e.g., bulletin boards, library spaces etc.)
- Grading assignments, entering grades
- Participation in IEP meetings, writing IEP goals

- Meeting with colleagues regarding instruction or services (e.g., meetings with clinicians, grade level or department colleagues)
- Review of student data
- Meeting with parents and students
- Professional study
- Attending on-site professional development seminar (may be teacher created & delivered at the school level or delivered at the school) or teacher and principal may agree upon off-site professional development (e.g., a professional conference, a CTU Quest Center seminar or series)

The list is not a comprehensive list but intended to generally describe the types of professional development and preparation and planning that is appropriate. If teachers have questions about whether a particular planned activity is appropriate, please discuss it with the principal or the assistant principal.

Teachers should be prepared to discuss their development and preparation/planning during pre-observation conferences.

Comprehensive Non-Discrimination Title IX and Sexual Harassment

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend Board Report 09-1216-PO1 Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy.

PURPOSE: The Board recognizes that the goal of eliminating all forms of unlawful discrimination, sexual harassment and retaliation in the workplace and attendance centers will create a better work and learning environment for Board employees and students. This policy establishes procedures for the reporting, investigation and resolution of complaints of sexual harassment, discrimination and retaliation occurring in the Chicago Public Schools (CPS) as well as any of its administrative offices. This policy also establishes procedures to investigate claims of discrimination based on gender pursuant to Title IX of the Education Amendments of 1972. Requests for accommodations for disabilities are not covered under this policy, rather are handled under the Board's Americans with Disabilities Act and 504 Policy.

POLICY TEXT: I. REPORTING

Individuals may make an oral or written complaint of discrimination, sexual harassment, or retaliation if they:

believe they are the subject of discrimination, sexual harassment, or retaliation;

have knowledge of discriminatory or sexual harassment conduct, or retaliation; or

that they have been retaliated against for making a good faith complaint or report of sexual harassment, discrimination, or for participating or aiding in an investigation of such complaints. To report suspected acts of sexual harassment, discrimination or retaliation or to request general information regarding this policy, contact the Equal Opportunity Compliance Office Administrator (EOCO Administrator) at 125 South Clark, Suite 1100, Chicago, Illinois 60603, (773) 553-1013. Specific reporting procedures are found in Section IV herein. The EOCO Manager or designee shall investigate allegations of sexual harassment, allegations of discrimination and allegations of retaliation as later described in this policy.

II. GENERAL PROVISIONS

A. Work and Learning Environment: It is the policy of the Board of Education of the City of Chicago, ("Board") to maintain a work and learning environment in which all individuals are treated with dignity and respect. Each employee and student shall enjoy the right to work and learn in an environment that is free of discrimination, sexual harassment or retaliation. No person shall be required to endure discrimination, sexual harassment or retaliation as a condition of employment or in pursuit of academic endeavors. Unlawful discrimination, sexual harassment and retaliation will not be tolerated regardless of whether it takes place in the Board's administrative offices, its attendance centers, during work-related assignments outside of administrative offices or attendance centers, during school-related or work-related extracurricular functions or during work-related social functions.

B. Covered Individuals: No employee, student, contractor, consultant, vendor, or volunteer (collectively referred to as "covered individuals") shall engage in any conduct that unlawfully discriminates, sexually harasses or retaliates against another while employed, working for, attending school or participating in district endeavors.

C. Scope: This policy covers all phases of employment, and academic status, including, but not limited to recruitment, educational testing, hiring, upgrading, promotions, demotions, transfers, layoffs, termination, suspensions, expulsions, and rates of pay, benefits, and the selection for training. This policy also covers allegations by persons seeking or receiving Board services as described herein.

D. Limitations: Nothing in this policy is intended nor shall be construed to create a private right of action against the Board or any of its employees. Furthermore, no part of this policy shall be construed to create contractual or other rights or expectations. Nothing herein is intended to affect the right of any person to

make a charge of discrimination, retaliation or sexual harassment at any agency with jurisdiction over such claims.

E. Guidelines: The EOCO Administrator shall establish guidelines which include procedures necessary to implement the requirements of this policy and shall make them available to interested persons. Guidelines shall include complaint forms which must be signed by the complainant, timelines for initiation and completion of an investigation, the creation and maintenance of a record-keeping system for all complaints, investigations, findings, and action(s) taken. The procedures shall ensure that the EOCO's records pertaining to its investigations will, to the extent possible, be kept confidential and that employees and students are afforded their rights provided for under Title IX of the Education Amendments of 1972.

III. CONDUCT PROHIBITED

A. Discrimination:

1. *Definition* - As used in this policy, discrimination means unlawful discrimination on the basis of any classifications protected by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to discrimination on the basis of race, color, sex, gender identity/expression, age, religion, disability, national origin or sexual orientation or maintaining facially neutral policies, practices, or requirements that have a negative effect on employment or academic opportunities of protected groups without a legitimate nondiscriminatory reason. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving conduct of a sexual nature, may constitute a form of sex discrimination.

2. *Conduct Prohibited* – Discrimination is prohibited when making employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment. Education-related programs and activities, including but not limited to admissions, financial aid, academic programs and extracurricular activities, will be administered without regard to the student's or applicant's race, color, national origin, sex, gender identity/expression, sexual orientation, age, religion or disability.

3. *Reporting* - The procedures for reporting claims of discrimination are set out in Section IV of this policy.

B. Sexual Harassment:

1. *Definition* - As used in this policy, sexual harassment means any un-welcomed sexual advance or request for sexual favors or conduct of a sexual nature:

(i) When submission to such conduct is made either explicitly or implicitly a

term or condition of an individual's employment or participation in an education program or activity or receipt of Board services;

(ii) When submission to or rejection of such conduct by an individual is used as the basis of any employment, educational or service decision affecting the individual; or

(iii) When such conduct has the purpose or effect of substantially interfering with the work performance of an employee, a student's ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment.

2. Conduct Prohibited - Covered individuals shall not sexually harass another while employed, working for, attending or participating in district endeavors. There is a broad range of conduct which can, in certain circumstances, be considered a violation of this policy. This may include, but is not limited to sexually suggestive or offensive remarks; sexually suggestive pictures; sexually suggestive gesturing; verbal harassment or abuse of a sexual nature; harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

3. Reporting - The procedures for reporting claims of sexual harassment are set out in Section IV of this policy.

C. Non-Fraternization: No employee shall engage in or maintain a romantic relationship with another employee that they manage, supervise or may control or influence the supervision, evaluation or compensation of the other. Employees who become involved in such a relationship must communicate this fact to their principal or department head. The principal or department head will confer with the EOCO Administrator to evaluate and determine an appropriate resolution in compliance with this policy. One or both employees may have to seek other employment, as the Board is under no obligation to reassign one or both employees. Romantic relationships between Board employees where there is no supervisory affiliation are not prohibited by this policy. Conflicts of interest involving a Board employee and their spouse, domestic partner or relative(s) are addressed in the Board's Ethics Policy.

D. Conduct with Students: Romantic or sexual conduct between school employees, contractors, consultants, vendors or volunteers and Chicago Public School students is strictly prohibited. For purposes of this policy, such conduct includes but is not limited to, physical contact of a sexual nature or use of sexually suggestive, offensive or inappropriate remarks. Any person with knowledge of an improper relationship between a student and a school employee, contractor, consultant, vendor or volunteer must immediately report the conduct to the Law Department. In such instances, employees shall also complete the mandatory reporting requirements identified for suspected child

abuse/neglect by school personnel set out in the Board's Policy on Reporting Child Abuse and Neglect.

E. Retaliation: Retaliation against any person for having made a complaint or report of discrimination or sexual harassment, or participating or aiding in an investigation of discrimination or sexual harassment, is strictly prohibited. Any person who believes that he or she has been subjected to retaliation should report the retaliatory conduct to the EOCO Administrator. Acts of retaliation shall subject an employee to discipline up to and including dismissal.

IV. REPORTING PROCEDURES

A. Timely Reporting: Complaints of discrimination, sexual harassment, retaliation or other violations of this policy shall be made within 90 calendar days of the discrimination, sexual harassment or retaliation complained of. The 90 calendar day reporting requirement shall be strictly applied, except when the EOCO Administrator determines, in his/her discretion, that extraordinary circumstances exist and authorizes a waiver of the 90 day reporting requirement.

Nothing in this policy prevents anyone from submitting a report of discrimination, sexual harassment, retaliation or non-compliance with this policy of which they have witnessed or have knowledge of.

B. Complaints by Students:

1. *General* - A student, or a parent/guardian on the student's behalf, may make a complaint of discrimination, sexual harassment or retaliation to the school principal, assistant principal or EOCO Administrator. If the student alleges that an employee, contractor or vendor has discriminated against, retaliated against or sexually harassed him or her, the EOCO Administrator, school principal or assistant principal shall refer the matter to Law Department for investigation. If a student, or a parent/guardian on behalf of a student complains to the school principal or assistant principal, that another student has discriminated against, retaliated against or sexually harassed him or her, the school principal or assistant principal shall investigate the matter and, if the complaint is substantiated, commence appropriate disciplinary action against the offending student in accordance with the Student Code of Conduct.

If a student, or their parent/guardian on the student's behalf, complains to the EOCO that another student has discriminated against, retaliated against or sexually harassed him or her, the EOCO shall investigate the matter. If the EOCO substantiates the complaint, the EOCO Administrator will submit an investigation report to the Law Department for referral to the offending student's principal who will consult with the Law Department about appropriate disciplinary action.

If a student, parent or guardian making the complaint to the school principal or assistant principal feels the intervention or consequence rendered by the school

principal or assistant principal is insufficient to address the discrimination, sexual harassment or retaliation, he or she may appeal the matter within 15 calendar days to the EOCO Administrator. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the Guidelines to this policy. If the EOCO determines the intervention or consequence rendered at the school level is insufficient, the EOCO Administrator will submit an investigation report to the Law Department.

The EOCO Administrator shall also ensure that the affected students are afforded their rights provided for under Title IX of the Education Amendments of 1972.

2. Disability Discrimination Complaints By Students - Notwithstanding the procedures cited above, a student, or a parent/guardian on the student's behalf, making a complaint

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of disability discrimination by another student or by an employee, contractor or vendor, shall report their complaint in accordance with the Board's Combined Americans With Disabilities Act and 504 Policy (the "504 Policy") (See Section IV.C.1.). Under the 504 Policy, student complaints of disability discrimination should be submitted to: a) the principal or 504/ADA Coordinator of the student's assigned school or the school conducting the program or activity being complained about; or b) the central office department head of the applicable office conducting the program or activity being complained about; or c) the Office of Special Education and Supports Office of Dispute Resolution. Principals, 504/ADA Coordinators and department heads must send all written complaints of this nature to the Office of Dispute Resolution within 3 days of receiving the complaint.

No complaint based on disability status may be denied on the basis of being submitted to the incorrect District office. In such a case, the recipient must promptly refer the action to the Office of Dispute Resolution, and any submission deadlines will be extended to compensate for time lost due to the error in submission.

C. Complaints by Employees, Contractors, Consultants, Vendors and Volunteers: For employees, contractors, consultants, vendors and volunteers: complaints of discrimination, sexual harassment or retaliation shall be made to any of the following persons:

1. The Principal of the school that the Complainant works in;
2. The department head of the Complainant's office, or if the Complainant is a consultant/vendor/

Contractor, the department head of the hiring department; or 3. The EOCO Administrator or designee.

Any school principal or department head receiving an oral or written complaint

alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor or volunteer shall handle the complaint in accordance with Sections IV. E. and F. below.

D. Complaints by Members of the Public: Any member of the public who is aware of a violation of this policy or believes that he or she has been subjected to discrimination, sexual harassment or retaliation by a Board employee, contractor, consultant, vendor or volunteer may submit a complaint to any of the following persons:

1. The Principal of the applicable school;
2. The department head of the applicable office; or
3. The EOCO Administrator or designee.

Any school principal or department head receiving an oral or written complaint alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor or volunteer shall handle the complaint in accordance with Sections IV. E. and F. below.

E. Supervisor Handling, Confirmation and Reporting: Any school principal or department head receiving an oral or written complaint alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer must refer it to the EOCO's Administrator or designee for handling within three (3) business days following receipt or knowledge of the allegations. If the allegation from the Complainant is in writing, that document must be submitted to the EOCO. If the complaint is oral, the party receiving the complaint must summarize the allegation in writing and submit it to the EOCO. The principal or department head must submit the written allegation to the EOCO Administrator in a manner that ensures the integrity and confidentiality of the contents. For example, if the principal or department head elects to send the allegations/summary via facsimile, email or U.S. Mail, they should mark the findings, "Confidential," and send the allegations/summary to the EOCO Administrator and not to the parties involved, or any other third parties. Upon receipt of the written allegations from the principal or department head, the EOCO Administrator or its designee will contact the Complainant to open a formal complaint.

F. School/Department's Involvement: No school-based or department-based investigation or discipline may be initiated or imposed regarding allegations of discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer until the EOCO Administrator or the Law Department has investigated the matter and made a determination. If the EOCO Administrator unsubstantiated a claim, nothing in this policy prevents:

Formal Complaint:

1. *Signed Complaint* - When an individual seeks resolution of a discrimination, sexual harassment or retaliation complaint, the EOCO will request a signed complaint from the Complainant. The EOCO will attempt to contact the

Complainant within fifteen calendar days after receiving notice of the complaint to obtain the identity of witnesses and any other evidence the Complainant chooses to submit. The EOCO Administrator will inform the Complainant that if the complaint is sustained and the Board seeks to discipline the Respondent, that the Complainant may be called to testify at subsequent disciplinary or other court proceedings.

2. *Exception* - The EOCO Administrator may act on allegations of discrimination, sexual harassment, retaliation or other violations of this policy even if there is no signed complaint or a Complainant chooses not to pursue the matter.

3. *Investigation* - After receipt of a signed complaint, the EOCO Administrator or designee will commence an investigation within fifteen calendar days after contacting the Complainant. At the conclusion of the investigation, the EOCO Administrator will prepare and issue a summary report containing a synopsis of the evidence and findings. Both the Complainant and the Respondent will receive notification of the investigation outcome and determination.

4. *Disciplinary Determination* - In cases where the EOCO substantiates the allegations, the EOCO Administrator will submit an investigation report to the Law Department for referral to the offending employee's supervisor who will consult with the Law Department about appropriate disciplinary action.

5. *Amended and Additional Complaints* - Nothing herein prevents a Complainant from amending a complaint to include new allegations, or from submitting multiple complaints on unrelated incidents.

VI. VIOLATIONS AND DISCIPLINE A. Violations: It is a violation of this policy for:

1. Any covered individuals to engage in unlawful discrimination, sexual harassment or retaliation;
2. Any principal, assistant principal or department head to fail to abide by the reporting and other obligations identified in this policy;
3. Any principal, assistant principal or department head intentionally ignores sexually harassing conduct, unlawful discriminatory conduct or retaliation by a covered individual that occurs in their presence, by failing to report that conduct. Discipline may be imposed in instances where a principal, assistant principal or department head ignores such conduct even when the alleged victim does not complain about the observed conduct;

the supervisor from disciplining an employee for an Act of Misconduct under the Employee Discipline and Due Process Policy other than for those Acts covering discrimination, harassment or retaliation; or

The principal from relinquishing a volunteer's authorization to serve; or

The Board from subjecting a contractor, consultant or vendor to remedies of

law or remedies pursuant to their contract.

EOCO RESPONSES TO COMPLAINTS

Information and Advice: Covered individuals and members of the public may contact the EOCO to seek advice, information or counseling on matters related to discrimination, sexual harassment and retaliation, and options available under this policy.

4. Any principal, assistant principal or department head to fail to fulfill their duties and responsibilities as described in this policy;

5. Any Board employee intentionally ignores sexually harassing conduct or unlawful discriminatory conduct by a Board employee, contractor, consultant, vendor or volunteer towards a student that occurs in their presence, by failing to report that conduct. Discipline may be imposed in this instance regardless of whether or not the student complains about the conduct; and

6. Any covered individual to bring allegations in bad faith, and which the EOCO Administrator or its designee finds to be false.

B. Discipline: Employees and students who violate this policy are subject to disciplinary action. Contractors, consultants or vendors who violate this policy are subject to remedies of law or remedies pursuant to their contract. Volunteers who violate this policy are subject to the relinquishment of their authorization.

VII. NOTICE

Upon adoption of this policy, all new employees shall receive information on this policy at the date of hire. Each school shall maintain copies of this policy in its Main Office and annually the Principal shall advise each employee (full or part-time), student, contractor, consultant and volunteer who attends/works for/provides services to their school about this policy. Network Chiefs and Department Heads shall maintain a copy of this policy in their offices and annually shall advise each employee or consultant/contractor they supervise about this policy. A poster informing covered individuals regarding prohibited discrimination, sexual harassment and retaliation will be posted in a prominent location at all schools, Network offices and in each Central Office department site.

VIII. PUBLICATIONS

Beginning March 1, 2010, the following statement will be used in any and all new publications directed to students, parents, employees or applicants: "It is the policy of the Board to prohibit unlawful discrimination on the basis of any classifications protected by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to discrimination on the basis of race, color, sex, gender identity/expression, age, religion, disability, national origin or sexual orientation."

The following paragraph will also be included in publications directed to parents and students: "Inquiries concerning the application of Title IX of the Education Amendments of 1972 and related regulations concerning sex discrimination should be referred to the CPS Equal Opportunity Compliance Office."

For purposes of this section, publication refers to handbooks, catalogs, manuals, applications and other similar published materials.

IX. EDUCATION, TRAINING AND PREVENTION

The EOCO Administrator or designee will conduct training or arrange for training to be provided on this policy and related legal developments to principals, Network Chiefs, Chief Officers and Department

ETHICS

As public employees, all school staff are required to maintain high ethical standards to preserve the trust of residents and taxpayers and set a good example for students. Please consult the Board's ethics webpage for ethics guidelines, ethics forms, questions and answers, the Code of Ethics, and contact information for the Board's Ethics Advisor: (http://cps.edu/About_CPS/Policies_and_guidelines/Pages/Ethics.aspx).

The most important provisions in the Code of Ethics are summarized below:

- **Use of Board Property and Funds:** Board property and funds should only be used for Board purposes.
- **Nepotism:** Employees should not hire or be hired by relatives, or supervise or be supervised by relatives or otherwise provide favorable treatment to relatives.
- **Economic Interests:** Employees may not have an economic interest in contracts with the Board, work or business with the Board or sale of any article to the Board.
- **Gifts:** Gifts intended to influence official actions are prohibited, and there is a presumption that individual gifts of \$50 or less are insufficient to influence official actions.
- **Secondary Employment:** Employees who have second jobs during the school year must file Secondary Employment Approval Forms, while employees who have second jobs only during intersession periods (winter break, spring break or summer break) must file Intersession Notification Forms. Employees may not work directly for parents of students they currently teach (e.g., tutoring, private music/language lessons, babysitting, test preparation, etc.). The Secondary Employment Approval Form can be found at <https://www.cps.edu/globalassets/cps-pages/about/ethics/secondaryemploymentapproval.pdf>.
- **Political Activities:** Employees may engage in political activity on their own time and off of Board premises, but may not use Board time, Board resources, or their official position to engage in political activity.
- **Local School Council (LSC):** LSC members cannot work at the school where they serve on the LSC.

For more detailed information or specific questions, please refer to the Ethics website at <https://www.cps.edu/about/ethics/> or contact the Ethics Advisor at ethicsinquiries@cps.edu.

LEGAL PROCEEDINGS - REQUESTS FOR INFORMATION

Employees who receive a request in a pending or anticipated legal proceeding must notify and refer all such requests to the General Counsel (jtmoriarty@cps.edu) (tel: 773-553-1700) or First Deputy General Counsel (rverma@cps.edu) (tel: 773-553-1700) to ensure that the Board of Education properly addresses the requests.

Employees should explain to requesting attorneys, law enforcement personnel or others involved in legal proceedings that the employee cannot answer questions or provide documents requested except through the General Counsel. Answers and/or documents must come from the General Counsel. Requests may come in any of the following forms:

1. A visit from an attorney representing someone in a pending or anticipated legal proceeding.
2. A telephone call, a letter or electronic communication (email, text, electronic messaging through social media messaging platforms) from an attorney representing someone in a pending or anticipated legal proceeding.
3. A visit from law enforcement (police, sheriff, US Marshall, FBI, other federal agents, states attorneys, US attorneys etc) seeking information about CPS employees, students, volunteers, or vendors or about CPS transactions or business.
4. A telephone call, a letter or electronic communication (email, text, electronic messaging through social media messaging platforms) from law enforcement (police, sheriff, US Marshall, FBI, other federal agents, states attorneys, US attorneys etc.) seeking information about CPS employees, students, volunteers, or vendors or about CPS transactions or business.
5. Subpoenas, which may take several forms, including:
 - a. for documents in a pending civil or criminal case;
 - b. for documents in a grand jury investigation;
 - c. for testimony in a civil or criminal case; and
 - d. for testimony before a Grand Jury in a grand jury investigation.

Employee Discipline

The Chicago Public Schools requires its employees to perform their job duties and responsibilities in a manner that promotes the best interests of students, furthers the goals of the district, and results in the highest level of public trust and confidence.

Staff members are responsible for becoming familiar with and adhering to all Board and school policies and rules. Board policies can be found at policy.cps.edu. Board rules can be found at <https://www.cpsboe.org/rules>.

Should staff members violate any Board or school policies and rules, they may be subject to discipline, up to and including dismissal. Please refer to the Office of Employee Engagement's website at www.cps.edu/oe for more information regarding the discipline process and inappropriate behavior.

Wendell Smith Elementary School

FIRE DRILL PROCEDURE

SIGNAL: 4 SHORT BELLS RUNG IN A CONTINUOUS CYCLE

PROCEDURE DURING CLASS TIME

1. Students exit the classroom door and WALK in orderly lines.
2. Students and staff will evacuate the building by designated exits.
3. **NO TALKING IS PERMITTED, students are expected to remain at Voice level 0!!**

4. Teachers:

- a. Take a class roster with you.
- b. Check that all students are out of the classroom.
- c. Check that all exits are clear.
- d. Close the classroom door. DO NOT LOCK. (Later entry may be required.)
- e. Take attendance once outside and notify a member of security or admin if someone is missing.

5. Classrooms will exit the building and proceed to the safety zone as follows:
 - a. Pre-K,-Exit classroom doors
 - b. Kindergarten (Room 118) Exit door 3
 - c. Door #3 –Room 114, 115, 116. Those teachers will decide who will proceed first based on readiness.
 - d. Door #3 – Room 111, 113, 109 Those teachers will decide who will proceed first based on readiness.
 - e. Door #14- Room 218, 219, 220, 221,222,224. Those teachers will decide who will proceed first based on readiness.
 - f. Door #15 – Room 201,202,203,205,207, 208,209
 - g. Door #16- Room 211,213,214,215,216,217,
 - h. Staff and students in the lunchroom will exit Door 17.
 - i. Staff and students in the gym will exit the gym doors.
6. If students are outdoors, the teacher or supervising adult will stop all activities; organize class into silent and orderly lines and conduct class to assemble in the designated area.
7. In the assembly area, teachers will take attendance rolls and accounts for each child.
8. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
9. Students remain in orderly and silent lines until the all clear signal is given (one long bell).

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Safety, Security and Emergency Procedures

Code Yellow

This code is used for any situation in which there is a potential threat to students and staff **outside** the building and surrounding areas. Teachers and students are to remain in their classrooms. Teachers are expected to continue teaching as usual. No one should be on the outdoor premises for any reason.

Alert Signal and Procedures

1. ESP staff will communicate directly with administration, teachers and staff regarding any potential threat outside the school premises once identified.
2. Office personnel will notify the local police department, provide a brief description of the incident and request that law enforcement officials dispatch uniformed personnel to the school.
3. All staff will take an attendance roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
4. Students and staff on outside school grounds will be escorted into the building by ESPs who will then circle through the building to verify that all areas inside and around the facility have been swept.
5. All staff members should then be on alert and follow the lead administrator's instructions for proceeding.

Code Blue

This code is used for any situation in which there is a potential threat to students and staff *inside* the building. Teachers are to slide the green card under their door into the hallway (green=everyone in their room is safe and accounted for); lock their doors; turn off the lights; move all students out of the line of sight (i.e. corner away from the doors and windows). Teachers are to keep students as quiet and calm as possible and await further instructions.

Alert Signal and Procedures

There will be an announcement over the public address system, bullhorn, or other means:

"All staff, we are initiating a "Code Blue" at this time, please follow the "sweep and remain in place procedures":

1. Office personnel will notify the local police department, provide a brief description of the incident and request that law enforcement officials' dispatch uniformed personnel to the school.
2. All staff will take an attendance roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. Students and staff on outside school grounds will be escorted to the designated outdoor safety area by ESP staff. ESPs will then circle through the building to verify that all areas inside and around the facility have been swept, paying close attention to the green cards under each classroom door.
4. All staff members should then be on alert and follow the lead administrator's instructions for proceeding.

Code Red

This type of emergency evacuation is used for any situation in which there is an immediate threat in which students and staff need to be moved to a remote site

to ensure safety.

Alert Signal and Procedures

There will be an announcement over the public address system, bullhorn, or other means: "All staff initiate a "Code Seagull" at this time, please evacuate to Corliss Early College STEM School.

1. Office personnel will notify the local police department on our decision to implement "Code Seagull", provide a brief description of the incident and request that law enforcement officials dispatch uniformed personnel to the school.
2. Teachers will need to take their attendance book/scheduling roster/infraction book (grades 5-8) for student tracking. Students, staff and visitors will be escorted out of the building by ESPs to designated safety location in a safe and orderly manner.
3. ESPs will sweep all classrooms, hallways, bathrooms, entry/exit routes and the school premises to ensure that all students, visitors and staff have exited the building.
4. All staff will remain in the designated safety zone until notified by the law enforcement that it is safe to proceed back into the school.

SCHOOL SECURITY PLAN 2021-2022

All staff members are required to follow the school security plan at all times. Safety in and around the school is everyone's responsibility. Staff will be notified of changes or updates to the security plan.

Daily security precautions for all teachers and staff:

- ✓ **NEVER prop exterior doors open for any reason**
- ✓ **NEVER hold the door for strangers**
- ✓ **Keep classroom keys with you at all times. Students should NEVER have possession of classroom keys. Lock classroom doors when leaving the room. ✓ Monitor your class at all times. Students should NEVER be left unattended.**

1. EXTREME ACTS OF VIOLENCE

- Police and other emergency support will be called.
- Instructions will be given to all teachers to lock their classroom doors and keep children in the classroom. The class period in progress will be extended until further notice.

- The principal or her designee will notify the victim's parent or legal guardian, the Network, and the Department of Safety and Security.
- The appropriate documentation will be completed within 24 hours.

2. STUDENT WALKOUTS

- All teachers and staff will direct the students to return to class immediately.
- Police and the Network will be notified.
- Attendance will be taken and reported to the appropriate legal guardians. Parents will be called to inform them that their children walked out of the school.
- The incident will be reported to the Department of Safety and Security and an incident report will be completed.
- The appropriate documents will be completed within 24 hours.

3. MOVEMENT TO AN ALTERNATE SITE

- Teachers will escort their classes to the alternate. Teachers will bring their attendance/roster books with them.
- Police will be notified.
- Parents and the area office will be notified by telephone.

4. WHAT TO DO IF YOU ARE TOLD A STUDENT IN YOUR CLASS HAS A GUN OR OTHER WEAPON

- **REMAIN CALM!**
- **Do not alert other students!**
- Press the intercom button. When the office responds, say "**CODE RED.**" · Wait for security by the door to quietly identify the suspect.

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- DO NOT touch or attempt to move any suspect package or materials.

5. BOMB THREAT PROCEDURES

- Notify the principal or assistant principal IMMEDIATELY when a bomb threat is received.
- Prepare students without commotion for possible building evacuation and use of fire drill procedures.
- DO NOT touch or attempt to move any suspect package or materials. A bomb threat will be communicated to the faculty and staff as a "**CODE RED DRILL**".

6. SECURITY PRECAUTIONS

- All visitors, including parents, MUST REPORT TO THE MAIN OFFICE TO OBTAIN A VISITORS PASS! NO EXCEPTIONS!
- Teachers are not to allow visitors into their classrooms unless they have a visitor's pass or are escorted by a Smith staff member.
- Parents will not be allowed to visit classrooms during instructional

time for any reason unless accompanied by the principal, security staff, or principal's designee.

- Teachers and staff are to ask to see a visitor pass of any stranger in the building.
- Classes are not to be dismissed before the bell rings.
- **DO NOT LEAVE ANY STUDENTS UNSUPERVISED ON SCHOOL GROUNDS AT ANY TIME!**

Shelter in Place Drill

Severe Weather Shelter in Place Drill Procedures

- The shelter in place drill may be announced or unannounced.
- The principal should initiate the drill by announcing over the school's PA system:
 - “***Your attention...This is a severe weather shelter in place drill, not an actual emergency. Teachers move your class to your assigned Interior Safe Location. Take attendance once assembled. Again, this is a severe weather shelter in place drill, not an actual emergency.***”
- Students and staff should proceed to their predetermined Interior Safe Locations, if safe to do so.
 - If not, Drop, Cover, and Hold under tables, desks, counters, while staying away from exterior windows until it's safe to move to the Interior Safe Location.
-
- Upon arrival at the Interior Safe Location Drop, Cover, and Hold.
- Student attendance must be taken. Indicate any missing or additional students by holding up the Red status card. Use the Green status card to show all students are accounted for.
- The principal should verify all classes are at their designated Interior Safe Locations and that students are calm and quiet.

Drop, Cover, and Hold:

Schools should familiarize themselves with the "Drop, Cover, and Hold" technique, which should be used during severe weather incidents, tornadoes, earthquakes, and incidents that occur with little to no warning.

- Drop to your hands and knees.
- Cover your head and neck with arms.

Bus Evacuation Drill Procedures

Scheduling a Bus Drill:

Schools with regular bus service with a bus company assigned by the Office of Student Transportation should contact their bus service provider directly to schedule a drill. The Principal should be prepared to provide the following information:

- The total number of students who ride a school bus either on a daily basis or anticipated to ride a bus on an intermittent basis.

- The total number of students with special needs transportation accommodations who ride a school bus either on a daily basis or anticipated to ride a bus on an intermittent basis.

Schools who do not have regular bus service but anticipate using a bus service for a field trip or other charter should contact the Office of Student Transportation at 773-553-2860, or stutran@cps.edu to arrange for a bus evacuation drill. Schools that do not have contracted bus service may be subject to a fee to conduct the bus drill.

Allergen Tabletop Drill Procedures

All schools **must** conduct two (2) required Allergen tabletop drills to prepare all staff in the event an individual suffers an allergic reaction to food, insect venom sting, medications, latex, etc.

Since first-time allergic reactions are common at school, it is important to conduct an allergen drill even if there are no students with documented allergies.

To conduct the tabletop drill, Principals should prepare a written scenario describing a potential incident involving a student or several individuals. Examples of scenarios may include:

- A student or staff member having a severe allergic reaction while riding a bus or during a field trip
- A student with no known allergies, has an allergic reaction during lunch or in their classroom.
- A student suffers a bee or insect bite triggering an allergic reaction.
- A student or staff member suffers an allergic reaction due to a new medication.
- A student who is allergic to peanuts accidentally consumes peanuts.

The following information needs to be provided to staff as part of these exercises:

- Who calls 911, and what do they say?
- Who stays near the phone in case the dispatcher calls back?
- Who notifies the appropriate staff member and how?
- Which staff members need to be notified?
- Who stays with the child?
- Who goes for help, and to whom?
- Who makes an announcement on the public address system to summon the right people and medication, and what do they say?
- Who goes to the street to direct emergency responders to the child?
- Who from the school security staff keeps onlookers away?
- Who goes with the child in the ambulance?

STUDENT INFORMATION AND RECORDS

Student information includes any information that personally identifies the student, as well as any writing or other recorded information that is maintained by the school or District, and that could identify a student. This includes, but is not limited to, grades, report cards, progress reports, Individualized Education Plans (IEPs), medical records, Department of Children and Family Services (DCFS) reports, emails between staff members discussing the student, and other highly-sensitive materials. Student information must remain confidential at all times. Staff members are not permitted to share personal information about students in public arenas at any time. Staff must maintain student privacy at all times.

- Do not discuss students in the hallways or in public places.
- Find a private location to discuss children with their parents.
- Find a private location (outside of instructional time) to discuss issues with students.

- Discipline discussions are private.
- Do not discuss children with anyone but their own parents. This includes siblings.
- Maintain all confidential records in a private location
- Confidential records must be delivered directly to other staff members.
- Students may not be used as messengers of confidential materials for any reason.
- Highly sensitive materials should be delivered in a sealed envelope. They should not be placed in teacher mailboxes.

Student Online Personal Protection Act (SOPPA)

SOPPA is a state law intended to ensure that online student data will be protected by the ISBE, school districts, and educational technology vendors (i.e. operators). The Board's SOPPA policy and district SOPPA guidance implement the SOPPA law. There are SOPPA requirements for all of us to work together to protect online student data: State, District, Operator, Principals and Teachers/Staff all have different roles and responsibilities to play in SOPPA. Principals are responsible for ensuring that the Board's SOPPA policy is enforced at the school level and must ensure teachers and staff are only using authorized software. Teachers and staff should determine what authorized software, if any, is needed in their classroom and determine if this educational technology is on the list of authorized or prohibited software. Please review the district's SOPPA website at <https://www.cps.edu/about/policies/student-online-personal-protection-act/> or contact the district SOPPA representative if you have questions.