

Rowe Elementary School Family Handbook



2018-2019 School Year

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WELCOME

Letter from the Principal

Hello to all of our Rowe families, friends, and supporters,

It is a tremendous privilege to welcome you all to the 2018-2019 school year! I cannot adequately put into words how excited I am for this school year. This summer has been filled with meaningful learning for my leadership team and I as we prepare to lead Rowe to our best year yet. Specifically, we participated in a professional development event this summer that has refocused our efforts on the relationship between equity and instruction, to ensure that we are actively, aggressively, and consistently deconstructing the impact of unconscious racism within our school context so that every scholar at Rowe has the opportunity to pursue the best version of themselves. This will most prominently be on display via the work we put in front of scholars every day. At Rowe, college success is the ultimate outcome for every scholar, that means the work scholars are doing every single day must reflect that, and we must all embrace the productive struggle that comes with that.

With that in mind, we have set some really ambitious goals for ourselves moving forward. The three big goals heading into this school year are:

- On the [5E Survey](#), Rowe will earn a score of **Organized**
- On NWEA, by the end of school year 2020-2021, Rowe will be in the 90th percentile for attainment
- On our interim assessments, by the end of school year 2020-2021, Rowe scholars will average a 75% in ELA and Math

Why these goals? Let me start with 5E. There are many factors that go into a school being an exemplary school – specifically, **Effective Leaders, Collaborative Teachers, Ambitious Instruction, Involved Families**, and having a **Supportive Environment**. We are aiming to be excellent in each of these categories so we can ensure our goal of being an excellent school for all scholars and families is achieved.

With respect to NWEA – at the time of me writing this letter, we are not yet sure of what our SQRP rating will be this past school year. With that said, we are very confident in the work our teachers, our staff, and you all did on behalf of our scholars. Regardless of how strong the outcome will be; we know we need to always strive for better. NWEA is important not only for the SQRP score, but for its role in serving as a data point to predict college success. The short of it, scholars, on average, need to be at least in the 70th percentile to be deemed *college ready*. Being college ready, however, is not the goal at Rowe. The goal at Rowe is for scholars to be beyond readiness, we want our scholars to be successful – Dean’s List, Fulbright winners, Rhodes Scholars. For our scholars to be on that trajectory the 70th percentile is not enough. The 90th percentile is our goal.

Lastly, a huge part of our work this year is consistent exposure to grade level content. NWEA is not the best measure for strictly grade level content, our interim assessments are. That data point combined with NWEA will assure us sufficient information to make sure Rowe scholars are learning and growing at the highest levels.

Through my 3 years as principal at Rowe, I’ve learned and grown so much as a person, as an educator, and as a leader. There have been so many wonderful moments that have affirmed what an honor it is to call Rowe home, and there have been moments that have challenged me to get better. I embrace both experiences with the same growth mindset: learn from it and get better.

My promise to you all is that we will continue to learn and continue to get better.

All the best,



Our School Vision and Mission

Rowe Elementary School prepares scholars to succeed in and graduate from college by cultivating the desire and expectation to go to college and delivering an academically rigorous curriculum infused with unique social and emotional programming, as led by Northwestern University Settlement House.

We best serve our scholars and their families by instilling the college mindset — holistically preparing them to successfully navigate the road to college graduation. We believe that our community is full of brilliant young people who, when provided an excellent education, are able to compete at colleges across the country.

Three goals encompass our mission and help us achieve our vision:

- Cultivate the expectation and desire to go to college;
- Deliver a rigorous academic instruction; and,
- Provide social and emotional support to scholars and families.

School Culture and Values

All aspects of our school culture and value statements are created with the goal of sending all of our scholars to college. We have high expectations for our scholars, and high expectations for our staff and administrators.

Three core values – pride, success, and honor – are the foundation for our school culture. We expect all scholars to demonstrate these values through everything they do, from assignments to interactions with others.

We expect our scholars to show:

PRIDE: Our scholars believe in themselves and who they will become. They show pride in their uniform; they use scholarly language at all times; and they demonstrate the belief that they will attend and graduate from college.

SUCCESS: Our scholars demonstrate success by always operating at their full potential. This means participating in all classroom activities, completing class work and homework, and working hard to meet their goals.

HONOR: Our scholars distinguish themselves by honoring and respecting others. Rowe scholars are taught to make the right choices, even when it is hard.

For more information about our school culture and values, as well as detailed descriptions of our school discipline policies, please see the Rowe Code of Conduct.

SCHOLAR LIFE

Daily School Schedule

To best prepare our scholars, Rowe has an extended school day to allow more time for academic enrichment and growth. We will open our doors at 8:10 AM for breakfast.

Monday, Tuesday, Wednesday, Thursday, and Friday

8:10am – Doors open to scholars

8:25am – Last breakfast served

8:30am – School-wide greeting begins:

Scholars must be present by this time. Tardy slips are issued beginning at 8:30 a.m.

3:30 pm – Dismissal begins for grade 6-8 – Independent dismissal

3:30 pm – Dismissal begins for grades K-5

3:35 pm – Independent Dismissal for scholars (forms must be signed by parent)

K-5 Scholars **must** be picked up no later than 3:55 pm

6-8 Scholars **must** be picked up no later than 3:50 pm

SCHOLAR LATE PICK UP FOR RES

3:50pm – Teacher calls home

3:55pm – Teacher walks scholar to Auditorium for Late Pick Up

Families pay \$10.00 for each scholar in Late Pick Up.

School Year Calendar (see appendices)

Scholars will be in school from September 4, 2018 through June 20, 2019.

Attendance

To succeed at RES, scholars must be present. Missing even one day of class can have a negative impact on a scholar's progress due to the rigorous academic curriculum. Regular, on-time attendance is required.

Parents/guardians are expected to ensure that their child is in school. Please do not allow your child to miss a day of school except in the case of a serious illness. Excessive absences are not in accordance with the Family Pledge all parents/guardians sign at the beginning of the school year. Parents/guardians are expected to work with Rowe collaboratively to find a solution to attendance challenges by contacting the main office and scheduling a meeting.

We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of our school day ending earlier this year for appointments and travel.

Absences

If a scholar is going to be out sick, the parent/guardian should call the Main Office before 8:30 AM so that teachers are informed. Make up homework should be communicated with teacher and family.

Excused absences include:

- If the scholar is absent two days or less for illness and a written note from the legal guardian is received in the main office within **one week** of the scholar's return to school. If no note is provided, only the first two days will be excused.
- If a scholar is absent for more than two days for medical reasons, the parents must provide a note from a doctor explaining the absences for the absences to be considered 'excused'.
- Medical appointments may be excused if we receive a note from the doctor on letterhead from the doctor's office. The appointment must be for the child – not a sibling or parent.
- If the scholar is absent two days or less for a family emergency and a written note from the legal guardian is received in the main office within one week of the scholar's return to school.
- Funeral of relative: Scholar must provide documentation, which may include a program from the service or a funeral home letter.
- Please note absences could negatively influence Deans and Principal's list.

Unexcused absences (even if parent writes a note) include but are not limited to:

- If a scholar is absent for more than two consecutive days and does not provide a note, the parent must submit a letter from a health care provider verifying that the scholar was too sick or injured to go to school.
- Only the Principal can excuse absences due to family emergencies after two consecutive days.

In the event where Rowe recognizes a pattern of absences, Rowe reserves the right to reject any handwritten notes that are not from a doctor.

- Unexcused absences or tardies are not excused due to poor weather conditions when CPS and Rowe are open.
- Family vacation during regular school hours will be unexcused.

Consequences for Poor Attendance

Attendance is critically important for academic achievement. We are committed to generating solutions to attendance issues as a team, and thus we use several benchmark absences to problem-solve.

- **Five Total Unexcused Absences:** Once a scholar is absent five times in a year, it is considered a serious issue. At this point, a letter will be sent home alerting the scholar's family with the list of unexcused absences.

- **Six Total Unexcused Absences:** Once a scholar is absent six times in a year, an initial attendance meeting will be held. At this point, the scholar and parents will attend a meeting with a member the Program Team (Principal, Dean of Social Emotional Learning/Culture, and Academic Dean) to discuss the unexcused absences and generate a solution.
- **Ten Total Unexcused Absences:** Once a scholar is absent 10 times in a year, it is considered an urgent issue. Parents and scholars will meet with the Principal to discuss the impact on learning.
- **Excessive Absences:** Any number of absences (both excused and unexcused) above ten is considered excessive. If this is the case, the scholar will be considered habitually truant.

Tardiness

Parents/guardians are responsible for ensuring that their children arrive at school on time. Our school greeting begins at 8:30 AM and scholars are expected to be seated by this time. Scholar entry doors close promptly at 8:30 AM. Scholars not in the building at this time must entry through the front main entrance doors and will be issued a tardy slip.

If a scholar is tardy due to an 'excused absence' reason outlined above, the scholar must bring a note within one week to have the tardy excused.

Consequences for Tardiness

Being tardy five times to school will count as one unexcused absence. Once a scholar has been tardy five times, Rowe will consider it a serious issue that must be addressed. The teacher and parent/guardian will discuss why the scholar is continually tardy, and an 'On Time' plan will be implemented.

If a scholar has been tardy to school ten times, a letter will be sent home as a warning. Tardies accumulate to unexcused absences, and excessive violations could affect the child's educational abilities which could jeopardize their promotion to the next grade.

Rowe Middle School

Scholars transition to various rooms during the school day. After 3 class tardies, the scholar will receive a detention. After 6 class tardies, a parent phone call will be made. After 9 class tardies, the DSEL will schedule an in-school parent conference.

Early Dismissals

Scholars who are sent home early due to illness are considered excused early dismissals. If a scholar is dismissed early due to a scheduled doctor's appointment or funeral visit, the scholar must bring a note to have the dismissal excused within one week. Early dismissals due to family emergencies are only excused by the Principal. Otherwise, early dismissals for non-emergencies will be considered unexcused.

Consequences for Unexcused Early Dismissals

Unexcused early dismissals will result as a ½ day of attendance regardless of the time of pick up. Once a scholar has been picked up five times for unexcused early dismissals, Rowe will consider it a serious issue that must be addressed.

Late Pick Ups

Picking your scholar up on time is a way that you can demonstrate honor to our school's design for professional development for our staff. Staff responsibilities for supervision end at 3:55 pm Monday, Tuesday, Wednesday, Thursday, and Friday.

3:50pm – Scholars taken to Late Pick Up Area (RES only)

3:55pm - \$10.00 Late Pick Up Charge (RES only)

Camp

Scholars in grades 3rd, 4th, and 6th grade will spend two nights and three days at camp. This year, we will be requesting that parent chaperones join our scholars' visits to camp. Dates are listed below. Extenuating circumstances may be considered at the discretion of the Principal.

6th Grade:

- October 17th- October 19th

3rd Grade:

- Duke & USC- May 20th- May 22nd
- Northwestern & UConn- May 22nd- May 24th

4th Grade:

- Georgetown & Purdue- May 13th- May 15th
- UIC & Penn- May 15th- May 17th

Additionally, scholars in grade 8th grade are required to spend a one-night retreat at camp.

Scholar Dress Code

In addition to adhering to the expected behaviors that ensure a safe and successful school environment, all scholars are expected to follow the Scholar Dress Code. Rowe faculty and staff strictly enforce the dress code and model professional attire at all times. The Dress Code applies during all school days and during all school events.

The Dress Code has been adopted to improve the educational environment for all scholars. Specifically, we have instituted a dress code for the following reasons:

- to foster a sense of school identity and community;
- to prepare scholars for the expectations related to professional attire that future institutions, organizations and employers will have;
- to ensure that our scholars focus on learning instead of clothing;
- to increase school safety and security by making the presence of visitors/outside immediately apparent;
- to reduce the cost of clothing for families.

Parents should write the scholar's first initial and last name in permanent marker on the tags of all clothing. Since every scholar wears the same clothing, please mark your tags clearly.

It is important for Scholars' parents and guardians to understand that the Dress Code is a policy that is strictly enforced. Although it may seem as if small exceptions should be no problem, deviations from this code are not allowed. If the policy states "shoes should be all black," it means just that. It is important that all scholars adhere to the same code. Our dress code is a reflection of how seriously we value our school culture. Please read the dress code carefully as we created it to make our uniform description clear. Families who have concerns or questions should contact the school immediately.

UNIFORM VIOLATIONS

Dress Code violations are considered a violation of school policy with a consistent corrective strategy: if a Scholar is out of uniform, the scholar will be issued a Uniform Infraction to notify the parent(s) or guardian. If parents are unable to bring proper attire to school, uniform pieces may be given and charged to the scholar. In this event, the parent is responsible for returning the washed uniform and signed copy of the Uniform Infraction the next day. If the Scholar does not return the Infraction and borrowed uniform piece(s), the parent or guardian will be charged the full cost of the uniform piece(s) and it will belong to the scholar. To accommodate the cost associated with uniforms, families will be provided payment plan options and financial assistance is available through Northwestern Settlement Association as appropriate and as funds are available. If the school does not have any uniform pieces that can correct the uniform problem, the scholar will not be allowed to attend class.

- 1st-4th Infraction:** Phone call home
- 5th Infraction:** A loss of recess privilege
- 10th Infraction:** Meeting scheduled with the Dean

The Scholar Dress Code is not intended to suppress speech or expression. Rowe takes great pride in preparing Scholars more significant and meaningful ways to express themselves through, among other things, verbal and written speech in the classrooms.

THE SCHOOL UNIFORM

Scholars wear the Rowe uniform the duration of the day when they do not attend P.E.

Grades Kinder - 2	Grades 3-5	Grades 6-8
Shirt	Shirt	Shirt
white collared shirt	button down white collared shirt with stiff collar appropriate for use with a tie	button down white collared shirt with stiff collar appropriate for use with a tie
Pants	Pants	Pants
navy slacks, pleated shorts, or navy pleated skort	navy slacks, pleated shorts, or navy pleated skort	navy slacks, pleated shorts, or navy pleated skort
Socks	Socks	Socks
all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>
Shoes	Shoes	Shoes
all black shoes <i>sneakers preferred</i>	all black shoes <i>sneakers preferred</i>	all black shoes <i>sneakers preferred</i>
Belt	Belt	Belt

<i>optional</i> , all black belt	<i>if wearing pants</i> , all black belt	all black belt (if pants have belt loops)
Vest	Vest	Blazer
Rowe-issued navy vest with school logo	Rowe-issued navy vest with school logo	Navy Rowe-issued blazer
	Tie	Tie
	Solid navy blue necktie or girls' toptie	Solid navy blue necktie or girls' toptie
Cardigans, and Track Jackets		
During colder months, scholars may wear the navy Rowe track jacket, or they may wear their own solid navy cardigan over the Rowe vest. Scholars may also wear boots to school, but they must bring their school shoes and change at the beginning of the day.		

THE SCHOOL P.E. UNIFORM

Scholars wear the P.E. uniform the duration of the day when they attend P.E.

Grades Kinder - 2	Grades 3-5	Grades 6-8
Shirt	Shirt	Shirt
Rowe-issued blue P.E. shirt or Summer Homework shirt	Rowe-issued blue P.E. shirt or Summer Homework shirt	Rowe-issued blue P.E. shirt or Summer Homework shirt
Pants	Pants	Pants
Rowe-issued navy track pants or Rowe-issued navy gym shorts	Rowe-issued navy track pants or Rowe-issued navy gym shorts	Rowe-issued navy track pants or Rowe-issued navy gym shorts
Socks	Socks	Socks
all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>
Shoes	Shoes	Shoes
all black sneakers	all black sneakers	all black sneakers

ADDITIONAL UNIFORM DETAILS

Shoes Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe (not tucked inside).
Shoes must be all black – any labels, brand names, designs, etc. that are not black must be removed or covered with black tape.
Shoelaces must be all black

Pants, Skorts, and Shorts Pants must be solid navy. In warmer months, pleated navy shorts or skorts may be worn although cut-offs are not allowed. Pants must be clean and fully intact – no holes, tears, or rips are allowed. Leggings and joggers are not permissible.
Skorts and shorts may not be shorter than 3 inches above the knee.

Belts	<p>In K-2, a plain black belt is optional.</p> <p>In 3-5, a plain black belt must be worn with pant loops (except with girls' skorts sold without loops).</p> <p>In 6-8, a plain black belt is required with all bottoms outside of the PE uniform. Bottoms must be purchased that allow for belts.</p> <p>The belt may not have any studs or markings and the belt buckle must be plain.</p>
Sweaters and Jackets	<p>Non-Rowe sweaters and jackets worn on top of the uniform removed during arrival and prior to academic instruction. These items must be hung/put away in the appropriate space (i.e. lockers, closet) for the remainder of the day. If a scholar is worried about being cold inside the building, she or he should wear the Rowe-issued navy track jacket or a navy cardigan over the Rowe vest or under the Rowe blazer (for middle school grades). Sweaters must not have tears or holes in them.</p>
Eyeglasses /Lenses	<p>Scholars that need prescriptive eyewear in order to see well should wear these it at all times. Glasses used for fashion purposes are prohibited. Glasses must contain lenses.</p>
Jewelry	<p>Scholars may wear only one chain or necklace. All necklaces must be tucked inside the shirt.</p> <p>Scholars may wear one bracelet and/or one watch.</p> <p>The following jewelry items are not permitted at RES: chokers; multiple finger rings; multiple bracelets; colored bands on wrists, and earrings larger than ½ inch in diameter.</p>
Makeup	<p>No visible body piercing and no Band-Aids covering piercings are permitted.</p> <p>Scholars may not wear makeup with color, nor nail polish. Strong perfume is not allowed. Scholars are encouraged to wear antiperspirant. RMS will allow nail polish on natural nails. Principal discretion applies.</p>
Head Coverings	<p>No hats or other head coverings are permitted, with the exception of those that are a part of established religious dress.</p> <p>Bandanas, hats, and wristbands are not allowed.</p>
Hair Color	<p>Hair color must be a natural occurring hair color. No pink, purple, blue, etc.</p>
Tattoos	<p>Visible tattoos are not permitted.</p>
Distractive Clothing	<p>Scholars should avoid clothing or accessories that may distract from the learning environment (including gloves).</p>
Undergarments	<p>Underneath their white collared shirts, scholars must wear all-white undergarments (i.e. undershirts, bras, etc) or undergarments that are not visible through their shirts.</p>
Jean Day	<p>'Jean Day' is a privilege that scholars are able to participate pending they have met uniform requirements (less than 3 uniform infractions per month) and pay the \$1 fee. Scholars are allowed to wear jean pants on these days. Jean shorts,</p>

skorts, jeggings, or any other type of bottoms (basketball shorts, pajama pants, etc.) are prohibited. Shirts must have full sleeves, completely cover the torso, and be without inappropriate language or logos.

REPLACEMENT UNIFORMS

Your child’s annual fee will provide you with ONE P.E. uniform:

- One (1) pair of navy track pants
- One (1) blue Rowe t-shirt

Parents or guardians are responsible for purchasing the remaining required uniform pieces.

Only materials with school logos MUST be purchased from the school. This means that Rowe blazers, sweaters, and vests will be available for purchase in the Main Office.

For your convenience, the main office makes maximum attempts to have school uniform pieces available throughout the year. Families can submit a uniform order online. If families facing financial barriers need assistance purchasing uniforms, we offer payment plan options and financial assistance through Northwestern University Settlement Association as appropriate and as funds are available.

Breakfast and Lunch

Rowe Elementary School is part of the National School Lunch Program. Breakfast and Lunch is provided at no cost to all scholars under the Community Eligibility Program (CEP) as of September 2014. This means that all scholars will be able to have breakfast, lunch, and a healthy snack while at school.

All meals and snacks provided at Rowe Elementary School meet nutritional criteria for school meals. Monthly menus are available for families on the Rowe Elementary website. Scholars who prefer to bring their own lunches are welcome to do so; however, all food items must adhere to our school nutrition policy. Please avoid sending anything that needs refrigeration or heating as these appliances will not be available.

Approved	Not Approved
<ul style="list-style-type: none"> • Fruit • Vegetables • Yogurt • Cottage Cheese • Apple Sauce • Fruit Snacks (natural) • Cereal • Crackers (Triscuits, Wheat Thins, Goldfish, Cheez-its, Cheese sandwich crackers) • Fruit juice • Flavored waters • Milk, water, tea • Popcorn • Granola • Cereal Bars • Pretzels • Jello • Cheese Sticks • Graham Crackers • Vanilla Wafers 	<ul style="list-style-type: none"> • Chips (i.e. Takis, Cheetos, etc.) • Cracker Jacks • Donuts • Pastries • Snack Cakes • Pop Tarts • Cupcakes • Candy • Chocolate • Gum • Suckers/Lollipops • Fruit Rollups, Gushers, Candy • Rice Krispie Treats • Cookies • Soft drinks • Soda • Sweetened tea • Juice drinks • Lunchables (that contain candy or cookies) • Fast Food

<ul style="list-style-type: none">• Animal Crackers• Hummus• Rice Cakes• Pita Chips• Muffins• Bagels• Tortillas	<ul style="list-style-type: none">• McDonalds (including breakfast)• Hot Chocolate• Any peanuts (Rowe is a peanut free school)• Coffee drinks
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Nutrition Policy

At Rowe Elementary School, we believe in providing our students with the tools to make healthy choices: academically, socially, emotionally, and *physically* that will allow them greater wellness throughout their lives. One such tool is providing students with nutrition and health education. In order to reinforce and model concepts about nutrition that students are taught, Rowe has created wellness policies to ensure that our values are reflected in our daily choices and behaviors.

Breakfast

Rowe provides breakfast all scholars between the times of 8:10am and 8:25am. Breakfast will be delivered to the classrooms (both at RES and RMS) at 8:10am. Scholars who arrive at school late are expected to have eaten breakfast at home. Scholars should refrain from bringing a breakfast that does not align with Rowe's healthy foods criteria (see healthy foods list).

Snack

Rowe believes that healthy snacks are an essential fuel for learning. As such, Rowe requires that all snacks consumed in school (donated and purchased individually) meet certain criteria. In order to educate parents and scholars about what healthy snacks are, Rowe provides an approved list of snacks that can be consumed in school. Unhealthy snacks (snacks not on the healthy foods list) are prohibited. The logical consequence for a scholar who brings an unhealthy snack (or lunch) to school is that he or she will have his or her food confiscated and returned at dismissal.

Nut Free Policy

Rowe Elementary has some peanut free classrooms. We have a number of scholars who have severe allergic reactions to peanut products. You will be alerted if a nut allergy is present in your child's classroom. For the safety of these scholars we ask that students and families refrain from bringing any products containing peanuts into the building if there is a scholar with an allergy in their class.

Holiday Celebrations & Birthday Celebrations

Rowe wishes to maintain the celebratory spirit that holidays and birthdays can create.

Birthday celebrations take place only on Friday. Families may bring in edible items as part of a birthday celebration however; it is *they should provide a healthy snack from the list above or choose a non-edible option* (see examples on the healthy foods list). Treats should be prearranged with classroom teacher. RMS does not allow class celebrations, but allows scholars to decorate the lockers of their peers with materials that can be easily removed (no glue, markers, etc.). Decorations must be removed at the end of the school day.

Holiday celebrations (Halloween, Valentine's Day, Rising Rocket, Classroom Celebrations and other holidays). Parents are asked that if they choose to bring in candy for scholars that they provide one piece per child or a healthy or non-edible option (see examples on the healthy foods list).

** Rowe does not believe in using food as a means of reward or reinforcement. **

Opportunities for Movement/Exercise in school

Rowe recognizes that a responsive classroom is one that does not restrict movement but rather infuses movement into academic curriculum. Rowe Teachers strive to integrate movement through active “brain breaks” that get students up and moving in between learning.

** Rowe never uses exercise as a means of punishment. **

Nutrition Education

Students will receive opportunities for nutrition education that will be infused in the academic curriculum (P.E., Science and SEL).

Supplies and Textbooks

Rowe scholars will **Show Honor**, an Rowe core value, by respecting the property of the school and their classmates. Rowe will provide all textbooks used throughout the year. Scholars are responsible for keeping their textbooks and library books in the condition in which they received them. Scholars must return books at the end of the school year. Scholars and their parents/guardians are responsible for the books supplied to them and are required to pay for books that are damaged or lost.

The school fee (outlined below) will cover all materials that scholars will use throughout the day to complete their work. If possible, we suggest you purchase following supplies for your home as they may be helpful for your child when completing Homework:

- Crayons
- Markers
- Pencils
- Erasers

School Year Fee

All Rowe scholars pay a school year fee annually. **The fee for the school year is \$100.00. This fee must be paid by all scholars before the school year begins.** This fee is non-refundable. The school year fee covers one gym uniform, all classroom supplies, and participation in field trips and assemblies throughout the year.

Our school year fee is meant to enrich your scholar’s experience at our school, not be a barrier to your child’s participation in our school. If at any time, your family experiences a financial hardship that makes you unable to keep up with school charges, please speak to the Office Clerks.

Only the Operations Team takes payments. Scholars may make payments before or after school. Parents/Guardians may send payments in a sealed envelope for teachers to drop off in the main office. Parents/guardians may make payments in the Main Office or online.

Some reasons scholars may have fees include the following:

- Uniform fees for wearing the wrong shirt to school and having to buy a new shirt
- Losing or damaging books
- Misplacing, losing, or damaging musical instruments, physical education equipment, or art supplies
- Losing or damaging agendas, homework folders, binders, or dividers
- Damaging classroom or school property

When scholars or parents/guardians pay fees, they will receive a receipt indicating payment. Please save all receipts. Families who are unable to pay fees incurred by standard timelines should contact the office clerk to set up a payment plan.

Other basic fees (optional) include but are not limited to:

- Club Fees – Charged Monthly
- Yearbook – At Request
- Additional Uniform Fees – At Request
- Participation in Fundraisers - Voluntary

Scholars with Disabilities

Rowe is available to all scholars with disabilities who are eligible for CPS-funded education with the exception of scholars who have received a school placement assignment by the CPS Office of Diverse Learners. We are committed to making our school accessible to all scholars, and ensuring that all scholars succeed academically. Rowe Elementary School promotes the Least Restrictive Environment for students with exceptional needs. This allows for a school environment that focuses on creating an inclusive, nurturing, and supportive culture toward special education.

For more information regarding scholars with disabilities, please refer to the Rowe Code of Conduct.

Scholar Support Services

Rowe Elementary School emphasizes a school environment with an inclusive, nurturing and collaborative culture towards special education. Our special education program is designed to ensure scholars with exceptionalities are given appropriate educational opportunities to meet their individual needs and that teachers are given the tools and strategies to achieve success in the classroom. Rowe promotes inclusion of students with a variety of learning needs, which allows for a community of diverse learners that promotes acceptance. For more information please review our Special Education Handbook.

ACADEMIC PROGRAM

Curriculum Overview

Instruction at Rowe is standards-based. This means that instruction is dually founded in what federal law mandates as well as what our Rowe scholars need to learn based on their current performance. As a result, scholars are held to the highest standards for achievement year after year. Each subject area has access to and regularly utilizes commercially-created curriculum (see the chart below for specific curricula). These resources ensure the following:

- Alignment to Common Core State Standards
- All methods are research backed and created by true content and developmental experts
- Consistency within grade levels and across grades vertically
- Coverage of all necessary skills and knowledge in an appropriately scaffolded manner

Additionally, teachers at Rowe are viewed as professional educators who have expertise in their content and their scholars. Therefore, Rowe teachers may adapt the commercially-created curricula as this allows for the following:

- Teachers can utilize their individual teaching styles and strengths
- Teachers can respond to ongoing assessments/data and adjust course where necessary
- Teachers can differentiate within a classroom with scholars with diverse needs
- Teachers can utilize Rowe's unique partnerships with various external parties

English as a Second Language

Rowe realizes that many scholars may come from families where English is not the primary language at home. We are committed to ensuring that all scholars, regardless of their native language or English proficiency, receive instruction to ensure that they are succeeding at or above their grade level.

Rowe offers a Transitional Program of Instruction for English Language Learners. The TPI provides linguistic support, based on students' English proficiency levels, for scholars requiring ESL services. Scholars' English proficiency levels are assessed according to families' responses to the CPS Home Language Survey. Scholars not yet demonstrating proficiency in all English domains (Speaking, Listening, Reading, and Writing) will qualify for ESL services and accommodations. Regardless of ELL status, if families anticipate that additional support will be needed, please contact Allison McHenry, ESL Coordinator to discuss options.

School related documents will be translated into Spanish to ensure that clear communication will occur between the school and families. Additionally, Rowe English Learner Parent Advocates (RELPA) is a committee for parents of English Learners that meets quarterly to discuss the special needs of linguistically diverse learners. RELPA is committed to the inclusion of ELL families in all aspects at RES.

Academic Integrity

Rowe expects that all scholars act with integrity when completing all assignments. Copying another scholar's work, cheating on a test, or plagiarizing content is an offense that Rowe takes very seriously.

Definitions:

- **Cheating:** If a scholar copies another scholar's work (either Homework, in-class work, or on an assessment), or if a scholar gives another scholar his/her work, it is considered cheating.
- **Plagiarism:** If a scholar uses someone else's ideas or words as his/her own, or imitates the language, ideas, and thoughts of another author (or person) and represents them as his/her original work, it is considered plagiarism.

If scholars are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. After the first occurrence of either cheating or plagiarism, the teacher will notify parents/guardians and a member of the Program Team, and a grade of zero will be given to the scholar on the assignment. If a scholar cheats or plagiarizes a second time, the matter will require a conference with the scholar, parent/guardian, and member of the Program Team. Continued cheating and plagiarism are grounds for suspension and/or expulsion*. Again, Rowe expects that all scholars will act with integrity and take pride in their work. Acting dishonestly will reduce a scholar's ability to learn the material and succeed in the future.

Homework

Homework is an essential part of the Rowe curriculum. Scholars will develop life-long study habits that will help them succeed at Rowe, at high school, and in college. Rowe expects that parents/guardians will show interest in their child's homework and ensure that it is completed each and every night. Classroom teachers assign homework based on scholar need in ways that complement the grade level curriculum. Homework can take a variety of forms in order to best meet the needs of scholars at different age levels.

If homework is late, missing, incomplete, or of poor quality, the parent may be notified. If a scholar misses 5 or more days of homework during the trimester, they will receive an unsatisfactory grade for homework on their report card. This can prohibit scholars from being on the Dean's or Principal's list.

RMS Homework is included as a grade for each subject.

Homework responsibilities

The teacher should:

- Create meaningful assignments.
- Be certain that every assignment is clearly understood.
- Relate the assignment to class instruction.
- Vary the types of assignments.
- Provide directions in Spanish.

The scholar should:

- Be responsible for completing assignments on time, accurately, and neatly.
- Complete missed assignments due to absences.
- Read every day.
- Always try his or her best.

The parent/guardian should:

- (K-2) Sign the Homework log every night after scholar has completed his or her Homework.
- Provide a time and quiet place for study.
- Talk to his or her child about what he or she learned at school and encourage his or her child to develop a positive attitude about learning.

- Help the scholar develop responsibility for completing the assignments.
- Be aware of all assignments, review the child’s work, and assist as needed.
- Make sure every assignment is completed to Rowe standards.

Make-Up Work

If a child is absent, the teacher may assign make up work at their discretion. If a parent requests make up work, the teacher should provide it to the family after the absence. Teachers will ensure that any graded work a scholar misses will be made up in a timely fashion during appropriate class time.

All missed work due to absences (both excused and unexcused) must be made up. If a scholar is absent, the scholar or parent is expected to pick up the homework from the teacher(s). If a scholar is absent for five or more consecutive school days, the scholar or parent must collaborate with the teacher(s) determine a reasonable timeline for making up missed assessments.

Scholars must also make-up all assessments they missed while absent. If a scholar is absent for any reason (up to five consecutive days), or if a scholar is late and/or dismissed early, all missed assessments must be made up within the number of consecutive school days that the scholar had been absent. For example, if the scholar was absent for two days, the Homework will be due two days after he or she returns to school. This means, if a scholar is absent on Monday and returns to school on Tuesday, his or her Tuesday homework and Monday make-up work are due on Wednesday. A scholar may be asked to make up assessments or work during alternate times such as lunch or morning/breakfast time until all make-up work is complete.

Report Cards and Grading Guidelines

Rowe’s grading system is designed to fairly and accurately represent a scholars’ learning within a trimester. It includes both summative assessments which show a scholars’ mastery of grade level standards (e.g. Unit Assessments) and more formative assessments that represent both scholars’ developing mastery and effort toward meeting grade level standards (e.g. weekly quizzes, projects, exit tickets, etc.) Scholars’ grades are a combination of both performance on grade level assignments (Interim Assessments, unit assessments) and effort based assignments. See below for the categorical grade breakdown by subject.

ELA K-2

Category	Percentage
Fountas and Pinnell*	35%
Journeys Writing Tasks/Benchmark Tests	25%
Formative Reading Grade (normed by grade level, can include participation)	15%
Word Study (Includes sight word tests, spelling tests, and phonemic awareness/Heggerty tests)	25%

ELA 3-5

Category	Percentage
Fountas and Pinnell*	10%
Journeys Writing Tasks/Benchmark Tests	20%
Formative Reading Grade (includes weekly assessments and participation)	15%
Language and Word Study (includes Journeys spelling tests and grammar tests)	15%
Writing On-Demands	25%
Writing Formative Grade	15%

Math K-5

Category	Percentage
Unit Tests	60%
Formative Math Grades (participation and classwork)	40%

Science (K-5) and Social Studies (K-2)

Category	Percentage
Unit Tests	60%
Formative Science/Social Studies Grades (participation and classwork)	40%

Writing K-2

Category	Percentage
On-Demand	60%
Formative	40%

Enrichment Grades K-5

Category	Percentage
Assessments	60%
Formative Grades	40%

Grades 6-8: Enrichment Art & Technology

Category	Percentage
Classwork/Homework	35%
Class Participation	30%
Presentations/Assessments	35%

PE

Category	Percentage
Classwork/Homework	25%
Class Participation	45%
Presentations/Assessments	30%

***For RMS grade level percentages, please see class syllabi provided by teachers.

Promotion, Retention, and Acceleration

Acceleration Policy

Rowe Elementary School does not believe in acceleration (i.e. "skipping a grade") unless there is extensive and sufficient documentation to support it. There are many academic and social emotional costs that do not outweigh the benefits. Instead, we believe in creating a plan to ensure we are meeting the needs of every scholar, including the highest academic performing scholars, and we believe this should be done within their assigned grade level.

Retention Policy

Rowe's retention policy guides the promotion and retention of scholars at the end of the academic year.

- Benchmark grade levels for retention are 3rd, 6th, and 8th grade. Rowe will follow CPS retention guidelines for these grades.
- Scholars can be retained ***only*** one time in the following grade cycles:
 - 1-3
 - 4-6
 - 7-8

- Rowe can recommend retention for scholars at non-benchmark grades. This recommendation can be appealed by parents.
- The criteria used to determine promotion used in the CPS policy shall apply to scholars with disabilities ***unless*** the IEP modifies the promotion criteria in whole or in part. The Special Education teacher/Case Manager and Director of Special Education will have additional information on how this applies to specific scholars at Rowe.
- Promotion Criteria (i.e. scholars are promoted to the next grade when the following is true) for all scholars:
 - **Academic Performance** – The scholar has a final grade of C or better in reading and math on the final report card. In order for a scholar to earn a C or better in reading and math on the final report card, he/she must meet both of the following criteria:
 - Meet Rowe benchmarks for Goal Assessments including literacy assessments for reading and the NWEA for English Language Arts & Math.
 - **Attendance** – The scholar has no more than 9 unexcused attendance
 - Scholars are above the 24th national percentile ranking on the DWA (i.e. NWEA).
- If a scholar is recommended for retention while at Rowe, the following must happen:
 - The teacher must develop a personal learning plan for each retained scholars that may include appropriate in-school, after-school, year-round components and other interventions developed by teachers in conjunction with the principal, the Dean of Instruction, the Special Education Teacher/Case Manager, the School Social Worker and the scholar's parents.

English Learners

English Learners will not be retained unless the teacher and the EL Coordinator recommend retention. To be retained, ELs must be receiving a D in reading or math. Attendance record will also be investigated.

Attendance

If a scholar meets the criteria for retention in any other category and attendance, he or she will be retained. The attendance record of English Learners will also be taken into account for retention decisions. Any scholars who has more than 3 absences (excused or unexcused) per trimester will not be considered for the Dean's List.

Notification Process

- Parents/guardians of scholars at risk of retention shall be notified in writing at report card pick-up on a trimester basis if their child is in danger of retention.
- Rowe will err on the cautionary side and will notify parents that their scholar is at risk for retention if their child meets EITHER of the following criteria:
 - If their scholar is receiving a failing grade (D) grade in reading, math or 8th grade writing
 - If a scholar has fallen below the 24th percentile in either reading or math on NWEA.
 - If a scholar has accumulated more than 1 unexcused absences for each month school has been in session
- If a parent/guardian does not attend Report Card Pick-Up, all retention notification letters will be mailed home via USPS (with receipt confirmation).

Use of Assessments

Frequent assessments will be given to ensure that all scholars can master grade-appropriate skills. These assessments will be given frequently in all subjects, with a heavy focus on literacy and mathematics. These

assessments will guide our teachers in preparing lesson plans to ensure that every scholar is succeeding in the classroom. Assessment results will be communicated with parents/guardians, and planning meetings will be scheduled for those children who need extra assistance.

Succeeding at testing is important for scholars even at the lower grade levels. Scholars will take standardized tests such as the NWEA as early as second grade. This helps to prepare each scholar for other important standardized tests, such as ones needed to gain admittance into college. Preparing scholars as early as possible for these tests will increase their chances of success.

Additionally, Rowe will administer ANET, ISA, NAEP, PARCC, ACCESS, and any other required state or national standardized tests at the required grade levels to ensure that children are progressing according to state standards.

ACADEMIC SUPPLEMENTAL PROGRAMMING

Field Trips

Rowe's academic curriculum will be supplemented by Field Trips throughout the school year. If the field trip falls on a school day, the scholar will be required to attend school as if it is a regular day. Rowe will send home a permission slip with scholars at least a week in advance of all field trips. If a signed permission slip is not returned to the school, the scholar will not be permitted to attend the field trip.

All standards of behavior that apply to scholars when they are in school apply when on field trips. All parent/guardian volunteers who attend trips should be treated with the same courtesy and respect as teachers. If a scholar does not uphold Rowe's core values as outlined in the Code of Conduct, he or she may not be permitted to attend a field trip. If a field trip is scheduled while school is in session, the scholar will still be required to be in school.

DISCIPLINE POLICY OVERVIEW

Positive Behavior Support

The Rowe Elementary School Scholar Code of Conduct supports maintaining safe, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, we established multi-tiered systems of support for scholars' social, emotional, and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. We are committed to instructive, corrective, and restorative approaches to behavior. If behavior incidents arise that threaten scholar and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind scholar behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect scholars' rights to instructional time whenever possible.

SOCIAL AND EMOTIONAL LEARNING SUPPORT

We believe that Social and Emotional Learning is essential to successful development across the life span and is necessary learning for optimal school and life success. As such, Social and Emotional Learning at Rowe Elementary School is an integral part of our school culture, our focus on academics, and our commitment to teach discipline. Therefore, Rowe utilizes a normed SEL measure, provides evidence-based instruction and relies on teaching practices that will develop scholar capacity in self-awareness and self-management skills, social awareness and positive relationships skills and the ability to demonstrate responsible decision making to achieve academic and life success.

Scholars

Scholars at Rowe develop self-awareness skills that enable them to identify their emotions, strengths, and needs. With greater self-awareness scholars are positioned to develop strategies for sharing emotions, strategies for self-calming, and strategies to receive and give help. Scholars learn to work and play collaboratively and negotiate relationships by using words to resolve conflict. We also utilize work and play to connect the skills that scholars are developing today to foster the achievement of their hopes and dreams for the future.

Adult Community

As a community we are dedicated to consistently increase our effectiveness by committing ourselves to a continuous cycle of learning. As a result, our school community practices, models, and provides opportunities for scholars to practice social and emotional skills. We teach scholars to care by instilling values and engaging in discipline that teaches self-awareness, self-control and responsibility.

POSITIVE BEHAVIOR SUPPORT

At Rowe Elementary School, we utilize a positive behavior support approach to discipline. We believe that all Scholars can learn the skills necessary to be successful in school, to demonstrate **Pride, Success, and Honor**, and to use these skills and values to become successful college students. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, you will see that the following Code of Conduct defines expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior.

As with academics, we believe that Scholars should be praised and rewarded for meeting behavior expectations. For this reason, we have a number of creative opportunities for Scholars to receive rewards. Some of these opportunities include, but are not limited to:

Individual Rewards:	Rocket Tickets/Core Value Cards are given by all adult Team Members to scholars in grades K-5. Tickets are used to focus on specific behaviors (e.g.,
Rocket Tickets (K-2)	Pride in uniform and walking tall in the hallways; Success in completing work and participating; Honor in making difficult choices and showing respect for others and the community). These tickets are redeemed daily in classrooms to earn privileges such as classroom jobs. Tickets can also be used to earn class-wide privileges or rewards based on class desires.
Core Value Cards (3-5)	Additionally, at the end of the week, a Rocket Ticket/Core Value Card is selected from each classroom for a raffle prize at our Community Circle

Celebration.

Lapel Pins (6-8) Lapel Pins are awarded to scholars based on nominations from their peers. Scholars are identified for showing success in our core values of Pride, Success, and honor. Scholars whom are awarded lapel pins are allowed to display them on their uniform for the duration of the school year.

Whole-Group Rewards: Rocket Fuel is a token given by Team Members for whole class achievements (e.g., showing Pride in non-classroom settings, Enrichment Classes, growth on assessments, 100% in uniform).
Rocket Fuel (K-5)

Trimester Awards At the end of each trimester, each teaching team awards a Pride, Success, and Honor award for the scholars who have acted as exemplars of our Core Values.

Statement of Scholar Rights and Responsibilities

All scholars at Rowe Elementary School are entitled to receive an academically rigorous education that will prepare them for college. Having this right, however, comes with an equal share of responsibilities. Adherence to the following rights and responsibilities for scholars ensures that our community is one of mutual trust and respect that allows for and tolerates individual differences.

- Scholars have the **right** to attend school and to receive a free public education; it is their **responsibility** to come to school all day, every day that school is in session.
- Scholars have the **right** to be made aware of all of the behavior expectations at Rowe and the consequences for not meeting those expectations; it is their **responsibility** to learn those behavior expectations and to accept the consequences of their behavior.
- Scholars have the **right** to fair discipline; it is their **responsibility** to accept final decisions and consequences.
- Scholars have the **right** to equal access to school materials, such as books, desks, and classroom supplies and curricula, as well as school grounds; it is their **responsibility** to use this property respectfully, participate in the classroom, and complete class work and homework to the best of their ability.
- Scholars have the **right** to hear, see, and express different ideas; they have the **responsibility** to respect the thoughts and ideas of others that might be different from their own. These ideas must not hurt or offend others.
- Scholars have the **right** to be respected by other scholars and adults in the community; it is their **responsibility** to show respect to others at Rowe Elementary.

Statement of Expected Scholar Behavior

Appropriate behavior expectations at school are necessary to maintain the safe, academically rigorous environment at Rowe Elementary School. Ensuring appropriate Scholar behavior is viewed as a responsibility shared between the scholars themselves and the adults in our community, including

parents. Parents are expected to play an active role in ensuring that Scholars understand and follow the expectations for behavior at school. Scholars who do not follow behavior expectations that have been taught, and who therefore disrupt the safe learning environment of the school, are subject to corrective disciplinary action, as deemed appropriate. For purposes of organizing the consequences for student behavior that is unacceptable, behavior expectations have been classified into four broad categories depending upon the significance of the behavior. These four categories are as follows:

Level I behavior affects the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Appropriate Level I Scholar behavior creates a productive learning environment that values Pride, Success, and Honor.

Level II behaviors are more serious than Level I because they significantly contribute to the learning and/or the well-being of others. Appropriate Level II Scholar behavior creates a learning environment in which everyone feels safe and respected, and reduces disruption of the educational process to maximize Scholar Success.

Level III behaviors are more significant than Level II because they ensure the health and safety of everyone, demonstrate respect for property and/or prohibit serious disruptions to the learning environment. Appropriate Level III Scholar behavior demonstrates Pride in a safe learning environment and reduces disruptions by resolving conflicts with Honor.

Level IV behaviors are the most serious acts of behavior. Failure to comply with Level IV behavior can seriously endanger the safety and well-being of others and/or damage property. These infractions may include crimes that require police involvement.

DISCIPLINE PROGRESSION

To address deteriorations in expected behaviors, school personnel adhere to a progression of strategies designed to guide scholar behavior back to meet expectations. For behaviors categorized as Level I or Level II, Staff must move through a progression of discipline to work proactively with the goal of addresses small deteriorations in behavior proactively. Staff will:

- 1) **Notice Behavior:** Actively supervise; see the behaviors not in accordance to the classroom rules and use purposeful teacher language to remind scholars of the expectation
- 2) **Redirect Behavior:** A verbal or nonverbal strategy used to correct the inappropriate behavior (i.e. proximity, logical consequence, purposeful teacher language to direct scholars to expected behavior)
- 3) **Problem-Solve:** Continued misbehavior despite redirection requires solving the problem through communication, allowing scholars to explain and generate a solution with staff
- 4) **Return and Repair:** The issue has been discussed, a possible solution has been agreed upon, and the scholar is ready to return to work (i.e. apologize, welcoming scholar back into the room, reparation has been completed)

LOGICAL CONSEQUENCES

At Rowe, we believe that all actions have consequences, some positive and some negative. Rather than relying on imposing punishment on scholars, we approach misbehavior with respectful, relevant, and realistic logical consequences. The purpose is to give scholars a change to regain self-control while

preserving the dignity of the child and the integrity of the classroom climate. Logical consequences help scholars recognize the connection between their actions and the outcomes of those actions. Logical consequences can be categorized into 3 distinct groups: reparation; loss of privilege; and positive time-out.

Reparation is described to scholars as “You broke it, you fix it.” When scholars’ mistakes result from simple carelessness, impulsivity, or forgetfulness, reparation gives them the opportunity to take responsibility by fixing the damage they have caused. Reparation is simply and straightforwardly about fixing a problem. Discussion is unnecessary.

Loss of privilege implies that “If you are not responsible, you lose a privilege.” As adults who structure the school environment, we provide a scaffold of privileges for scholars and temporarily remove those privileges that scholars are having trouble managing. We help scholars develop responsibility by offering them practice on tasks integrated into the daily arrangements and design of our school. We expect and trust that scholars will tell the truth, do their jobs, take care of property, and treat each other with respect, fairness, and friendliness. A breach of that trust includes telling lies, acting or speaking in ways that show disregard for others’ rights or feelings, and acting in ways that disregard school materials.

Positive timeout is referred to as “Relax and Return” or “Take a Break (TAB)” at Rowe. Used in a consistent, calm, and nonpunitive way, Relax and Return can be a valuable strategy for helping scholars develop self-control while preserving the smooth flow of the classroom. Relax and Return is for a scholar who has made a mistake or broken a rule and needs regain self-control. All classrooms at Rowe teach Calm Classroom techniques for self-control, concentration, and relaxation to be used in Relax and Return.

RMS ONLY

Detention

Upon receiving a behavior infraction and/or 3 uniform infractions, scholars will be required to serve an after-school detention. Detentions span a 30-minute time period and is a time for scholars to reflect to reflect upon the choices that led to them not meeting RMS expectations. After 3 detentions per month, a scholar loses the privilege to attend an after-school event. If a detention is not served, the scholar must serve the missed detention, as well as an additional detention. 3 missed detentions will result in a parent conference with the DSEL.

Suspensions and Expulsions

Scholars may be assigned an in-school or out-of-school suspension, ranging from 1 to 10 days, as a consequence for Level II, III, and IV behaviors. Determination of suspensions will be at the discretion of the Principal or Dean of SEL/Culture. Before returning to Rowe the scholar, his or her parent or guardian, and the Dean of SEL/Culture or Principal will meet in order to address the behaviors that warranted the suspension and a plan for improvement. Suspension will be used as a last resort and only when in-school interventions and consequences are insufficient to address the student’s inappropriate behavior. Out-of-school suspension will only be used when the behavior threatens the safety of others. Maximum number of suspension days are only used in response to extraordinarily dangerous acts. During the suspension, the Principal/Dean of SEL/Culture, parents/guardians, and scholar involved will develop a plan to prevent future behavior incidents, restore relationships, complete reflection guide and any missed classwork, and address the scholar’s ongoing social, emotional, and academic needs.

Procedure for Suspension

Rowe Elementary School believes in the importance of considering and using all forms of non-exclusionary discipline prior to using out-of-school suspensions. In the case of a scholar's continued presence in school would pose a threat to school safety or a disruption to the learning of others, the following procedure is to be followed.

- Parents or guardian is contacted and informed of the misbehavior and the decision to suspend the scholar. A re-entry meeting is scheduled the same day prior to suspension.
- The parents or guardian is provided with a written decision and/or notice of suspension decision. The following must be included in the notice.
 - The reason for the suspension
 - The specific act of gross disobedience or misconduct
 - The length of the suspension
 - The rationale for the specific duration of the suspension
 - The parents right to review the suspension
- All suspension notices are presented to the Principal of Rowe Elementary and the President of the Northwestern Settlement House.
- Parents or guardian may request a review of the scholar's suspension, the Principal of Rowe Elementary or its appointed hearing office must review the suspension decision at an in-person meeting with the parents. If the meeting is conducted by a hearing officer, the hearing offices must provide the board with a written summary of the evidence heard at the meeting. After receiving a written report from the hearing office, the board may take such action as it finds appropriate.
- A scholar is to be provided with all educational materials needed for time missed within the classroom prior to his suspension. Scholars must be provided an opportunity to make up any missed work for equivalent academic credit.
- Prior to re-entry to school, the Dean of SELC, parents or guardian of the scholar, and scholar will meet to create a re-entry plan for the scholar. The plan is designed to effectively re-engage the scholar into the school.

Expulsion

Under certain circumstances, including Level III or Level IV behaviors or repeated, gross misconduct, the scholar may be referred for expulsion from Rowe Elementary. This referral is also at the discretion of the Principal or Dean of SEL/Culture. Behaviors that may warrant an expulsion include, but are not limited to:

- Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from Rowe Elementary.
- Any scholar who assaults a principal, program team member, teacher, or other staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from Rowe Elementary.
- Any scholar committing gross misconduct, as defined by 10 or more out-of-school suspensions within one school year may be subject to expulsion from Rowe Elementary.
- Any scholar who has accumulated 5 days of suspension, will be reviewed by the Leadership Team to determine if a pattern of behavior may indicate an underlying disability prior to expulsion.

Procedure for Expulsion

When Rowe determines that a scholar has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee will create a misconduct report including reason for expulsion, effective date of expulsion, detailed reasons, rationale and any relevant documentations. This report will be forwarded to the Northwestern University Settlement Association (NUSA) President and hearing officer the appropriate misconduct report. The scholar can be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer designated by the NUSA President. After the expulsion hearing, the hearing officer will then make a written report within two business days to the NUSA President and Rowe Principal summarizing the grounds for expulsion and the evidence presented at the hearing and making a recommendation as to whether to expel the scholar and if so, for what period of time. Scholars can be expelled for periods of time from 10 days to permanently depending on the severity of the offense.

The parent and scholar will have the right to appeal, in writing, the recommendation of the hearing officer to the NUSA President within 5 days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the NUSA President who will deliver the final decision within 10 days of the recommendation of the hearing officer. The NUSA President's final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or scholar (telephone, e-mail, etc.) and shall also be delivered by certified mail to the last known addressed supplied by the parent or guardian via school records within 10 days of the hearing officer's recommendation. Expulsion causes the scholar to be terminated from enrollment at Rowe Elementary School and all associated NUSA Programs for the entire term of the expulsion. The parent and scholar will have the right to appeal to the NUSA President the final decision within 5 days of notification of the expulsion. The appeal should be in writing and sent along with any additional evident to the NUSA President who will determine next steps.

Expulsion steps in order:

1. Principal or designee recommends scholar for expulsion with a misconduct report to the NUSA President and hearing officer. Principal or designee contacts (minimum three attempts) parent to schedule expulsion hearing, documents that contact in IMPACT, and notifies parent of the expulsion hearing via certified mail.
 - Written Expulsion letter includes
 - o The reason for expulsion
 - o The effective date of expulsion
 - o Detail the specific reasons why removing the scholar from the school is in the best interest of the district
 - o Provide rationale with respect to the specific duration of time for the expulsion
 - o Document whether other behavioral or disciplinary interventions were attempted or whether the school determined that there were no other appropriate or available interventions.
2. Hearing is facilitated by hearing officer.
 - a. Designated hearing officer will conduct expulsion hearing.
 - b. Representatives of the principal may present evidence or witnesses.
 - c. Parent is strongly urged to attend
 - d. Parent and scholar afforded due process by being allowed to refute charges and present evidence.
 - e. Parent may bring legal counsel.
3. After the conclusion of the hearing, the hearing officer makes a written report within 2 business days.
4. Hearing officer sends their report to the NUSA President and Rowe Principal summarizing the evidence and making a recommendation.

5. Parent is notified of the recommendation.
6. Parent or scholar may appeal hearing officer's recommendation in writing to the NUSA President within 5 days of notification of the hearing officer recommendation.
7. NUSA President delivers the final decision within 10 days of the recommendation.
8. Parent of scholar may appeal final decision in writing to the NUSA President within 5 days of notification of the expulsion.
9. Appeal goes to the President who determines next steps.

For placement information for your scholar after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

Statement of Scholar Procedural Rights

All corrective strategies used by Rowe Elementary School staff must be in compliance with The School Code of Illinois, the Rules of the Board of Education of the City of Chicago, negotiated agreements with employee groups and all other applicable state and federal laws. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of Scholars.

When confronted with a corrective strategy by school staff, the Scholar should be given the opportunity to explain the circumstances of the incident that lead to the corrective strategy.

Scholars will not be subjected to any corrective strategies for using a language other than English or because of a disability.

The Dean of SEL/Culture, classroom teacher, or other staff member will communicate with parents/guardians when corrective strategies must be used with a Scholar.

Parents/guardians and Scholars who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- a school-level hearing;
- appeal of school-level decisions to the Northwestern University Settlement Association President, Ron Manderscheid; and
- for expulsions, a hearing before an impartial hearing officer.

Statement of Procedural Guidelines for Scholars with Disabilities

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

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

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

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

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

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

¹ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

SUPPORTING PROGRAMS

Northwestern University Settlement Association

Northwestern University Settlement House helps low-income families and individuals take personal responsibility, explore opportunities and options, and become or remain self-sufficient by providing a central point around which social and specialized services, education, arts and collaborative programs can be accessed.

- Core programs of emergency services/crisis intervention, youth programs, resident camping, performing arts, Head Start and facility resources are the primary draw for the majority of neighbors to initially become involved at the Settlement. It is upon this core that all other programs (short and long term) are built.
- Settlement facilities are the focal point around which the community can gather, and it hosts a wide variety of ever-changing specialized services, collaborative programs, community meetings and events.
- Settlement staff and board are neighbors in the community, with resources and skills that are devoted to enhancing opportunities and options for all participants.

The Settlement is dedicated to the success of Rowe scholars and families. We encourage all families to become active participants in The Settlement programs, and to contact the main office at (773) 278-7471 or visit www.nush.org.

English as a Second Language (ESL) classes are offered at the Settlement House throughout the week. If you are interested in joining an ESL class, please contact the Settlement House for an application at 1400 W Augusta Blvd, or (773) 278-7471. Anyone can apply to take an ESL course through the Settlement, but applications must be submitted to the ESL course instructor.

Emergency Services

Rowe and The Settlement are committed not only to helping your scholar succeed at school, but for the entire family to succeed at home. The Settlement's Emergency Services exists to support families in need of temporary support, food, clothing, and other assistance.

If your family needs assistance, please contact a school social worker or office clerk and she will help you work with The Settlement Emergency Services to get you the help your family needs. A representative from The Settlement Family Services (Belna Reyes) will be at Rowe once a month in the reception area. Please do not hesitate to ask for assistance – we are all working together to help your child get to college and will do our best to help support your family in that effort.

List of services provided by Emergency Services:

- **Support**
 - Clothing
 - Household supplies and furniture
 - Food pantry
 - Holiday Assistance
- **Health care**
 - Eyeglasses
- **Counseling and other support**
 - Immigration counseling
 - Homelessness support
 - Legal aid
 - Tax assistance for seniors
 - Transportation assistance
 - General counseling

Counseling

Rowe has three full-time Deans of Social Emotional Learning and Culture (SEL) who work closely with the Principal and teachers. Scholars who are removed from class for behavioral issues, are returning from suspensions, or are otherwise referred may meet with the Dean of SEL on an informal basis. In addition, scholars may be referred by the school administration to the Social Worker for more regular one-on-one or group counseling. Parents/guardians will be notified if their child is to have regular meetings with the Social Worker. **Written permission from a custodial guardian is required for short term social work.** Parents/guardians or teachers can request that a scholar be referred for counseling services.

Families who may need additional or specific counseling needs can contact a Dean of SEL or the school social worker for a referral to the Director of Emergency Services for the Settlement House. The Rowe Social Workers will work with the Director of Emergency Services to make referrals to specific counseling service or other community resources for families of Rowe scholars.

FAMILY INVOLVEMENT

Rowe parents/guardians will be committed to, involved in, and accountable for their child's education, as that education is preparing their child for college. Please see the Family Pledge for a comprehensive overview of family expectations. Parents are required to contribute a minimum of two hours over the course of the year to fulfill annual obligations of parent engagement.

Parent/Guardian-Teacher Meetings

Parent/guardian-teacher conferences will be scheduled three times a year during Report Card Pick-Up. These conferences are mandatory, as teachers will be prepared to talk about your child's performance, strengths, and areas in which he or she needs additional support. Parents/guardians will be notified about sign-ups two weeks before the conferences.

Parent Advisory Committee

Rowe believes that family involvement has a large impact on a scholar's progress in school. We welcome family members to be involved and engaged in their scholar's education at Rowe, and one of the formal ways to be involved is to join Rowe's Parent Advisory Committee (PAC). The PAC is responsible for representing the parents' voices to the school administration. The PAC meets monthly to discuss the school's progress and determine what parent-led initiatives will take place to support the program at Rowe. Parents who are interested in joining the PAC should contact the Director of Family & Community Engagement for times and dates of these monthly meetings or for the contact information for the PAC officers. PAC officers must be Rowe parents/guardians/family members.

School Events

Rowe will have events throughout the year that families are invited to attend. Information about these events will be communicated through the Rocket Reader, Rowe website, Rowe Facebook, email, text alert, and/or notes home from teachers. Please note that most formal Rowe communication is **paperless** (calendar, Rocket Reader, handbooks) and can be found in weekly emails from Office Clerks, on our website or via Facebook.

Conflict Resolution

Rowe expects to work cooperatively with parents/guardians should an issue arise at any point throughout the year. In order to resolve conflicts effectively and quickly, we request that all parents/guardians follow the following procedure:

1. First raise the issue with the specific teacher or administrator with whom you have an issue. All teachers and administrators will have availability in their schedule to meet with you. Addressing the conflict quickly will hopefully resolve many issues.
2. If the conflict is not resolved to your satisfaction, please talk to the Principal, Mr. Sutton (tsutton@NUSH.org).
3. If an Principal or Assistant Principal is unable to resolve the conflict, the next step is to talk with the Board of the Rowe Elementary School. At this point, contact Ron Manderschied, President of the Northwestern University Settlement Association and Rowe Board Member, at 773-278-7471. Mr. Manderschied is unable to resolve conflicts unless you have previously spoken with the school Principal. If Mr. Manderschied is unable to resolve your conflict to your satisfaction, he will refer you to the CPS School Board.

We ask that you follow these procedures to allow the Rowe team to work cooperatively with you to best serve the needs of your child and your family. If you have any questions about this policy, please do not hesitate to contact our offices.

SAFETY, WELLNESS, AND PRIVACY

Health Information

In order to enroll at Rowe, every scholar must have an up-to-date physical and health records, including immunizations. Scholars will be excluded from school until records are provided. This means that new scholars will not be allowed to attend school if they do not have updated medical records. Dental and Medical forms are available in the Main Office and posted on our website for your convenience.

In general, scholars will not be sent home during the school day for upset stomachs, common colds, sore throats without a fever, or headaches. The exception is if the scholar has a medical condition that is noted on the registration form. If a scholar falls ill or is injured during the school day and must go home, a parent or guardian will be called and is expected to come and pick the child up from school. The child may not spend the day resting in the main office – if he or she is not well enough to attend class, he or she must be at home. We are able to provide a note to your employer to excuse a brief absence from work due to a child's illness.

In the event of a medical emergency during the school day, Rowe is obliged to notify the proper medical and emergency authorities, set aside an area where the injured scholar(s) can be taken, and notify the scholar's parent/guardian(s) or the emergency contact identified on school records. Rowe will abide by the recommendations of medical and emergency authorities and will assist, if requested, in the transportation of the injured scholar to a designated medical facility.

The Rowe designee will make every effort to provide support, assistance, and resources to the injured scholar until medical attention is secured. It is very important that contact numbers for parents/guardians, guardians, and other emergency contacts are kept up-to-date in case of emergency situations. Please report any changes in contact numbers to the Main Office as soon as possible.

Health/Physical Education

All Rowe scholars participate in physical education classes. This is an important part of our curriculum. If your scholar has any condition that might prevent him or her from participating fully in physical education classes, or if there is any activity that you do not wish your scholar to participate in, please provide a doctor's note to make arrangements for alternate activities and assignments with the physical education teacher.

Medication Policy

If a scholar requires medication of any kind (prescribed or over-the-counter), the scholar's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the Operations Team. The Authorization to Dispense Medication form is available in the office for you to complete before you bring medication to school.

All medication will be stored in a locked location and only authorized school personnel will have access. Scholars are not permitted to carry medication with them, even if it is over-the-counter (e.g., Advil, Robitussin, etc.).

All medication that is given to the school to be dispensed must be labeled with the following information:

- Scholar and medication name
- Doctor and Pharmacy's name and phone number

The parent/guardian of any scholar who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the scholar needs to carry the inhaler with him/her and a second inhaler that is kept in the main office with the Operations Team.

Policy on Bullying Behavior

At Rowe Elementary School, we hold the belief that all scholars have the right to feel safe in their classrooms and in school, and all scholars have the right to feel welcome in their community. In order to maintain these rights, all scholars and team members have the responsibility to demonstrate the core value of Honor by treating others with respect and care at all times. In order to ensure that our school continues to be a safe, welcoming place for everyone, bullying behavior is not tolerated in any form at Rowe Elementary School. Bullying behavior is contrary to State law and the policy of Rowe Elementary School.

Bullying is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, sexual orientation, gender-related identify or express, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Bullying is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed outside of school (at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school) **if the bullying causes a substantial disruption to the educational process or orderly operation of a school.**
This item #4 applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred. It does not require school to staff or monitor any non-school-related activity, function, or program.

Definitions

For the purposes of this policy and as defined under the Illinois *School Code*, the terms used mean the following:

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

- 1) Placing the student or students in reasonable fear of harm to the student's or students' person or property;
 - 2) Causing a substantially detrimental effect on the student's or students' physical or mental health;
 - 3) Substantially interfering with the student's or students' academic performance; or
 - 4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.
- Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.
 - Aggressive conduct toward other students that is not severe or pervasive shall not be deemed as bullying, but may constitute other inappropriate behaviors leading to discipline under the RES Code of Conduct, of any student who engages in such behavior. Students who engage in bullying conduct also shall be disciplined under the RES Code of Conduct.
 - Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
 - When an investigation determines that bullying occurred, the Principal or Dean of SEL/Culture or designee immediately shall impose the appropriate consequence and restorative action under the RES Code of Conduct. The Principal or Dean of SEL/Culture or designee shall use interventions to address bullying, which may include, but are not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the Principal or Dean of SEL/Culture or designee shall provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in the school, including without limitation school administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Reporting

Students, school staff, and parents/guardians who witness bullying or who have information about actual or threatened bullying shall immediately report it to the Principal or Dean of Social Emotional Learning/Culture or any Rowe Elementary School employee. A report may be made orally or in writing. Anonymous reports also are accepted. No disciplinary action will be taken solely on the basis of an anonymous report.

Mr. Sutton, Principal
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
tsutton@nush.org; (312) 445-5870

Ms. Bohannon, Assistant Principal - RES
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
tbohannon@nush.org; (312) 445-5870

Mr. Rodgers, Dean of Social and Emotional Learning/Culture, K-5
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
jrodgers@nush.org; (312) 445-5870

Ms. Walker, Assistant Principal - RMS
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
swalker@nush.org; (773) 799-2730

Ms. Emery-Vaughns, Dean of Social and Emotional Learning/Culture, 6-8
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
memeryvaughns@nush.org; (773) 799-2730

Investigating

The Principal or Dean of SEL/Culture or designee shall promptly investigate and address reports of bullying. All reasonable efforts will be made to complete the investigation within 5 school days after the date the report of bullying was received.

As part of the investigation, the Principal or Dean of SEL/Culture or designee shall:

1. Take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.

2. Involve appropriate school support personnel and other school staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
3. Notify the Principal or Dean of SEL/Culture or designee of the reported incident of bullying as soon as possible after the report is received.
4. Investigate whether a reported incident of bullying is within the permissible scope of the school's jurisdiction.

Notification

Consistent with federal and State laws and rules governing student privacy rights, the Principal or Dean of SEL/Culture or designee shall promptly inform parents/guardians of all students involved in the alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

In addition, the Principal or Dean of SEL/Culture or designee shall, consistent with federal and state laws and rules governing student privacy rights, provide parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or Dean of SEL/Culture or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Interventions and/or Consequences

When an investigation determines that bullying occurred, the Principal or Dean of SEL/Culture or designee immediately shall impose the appropriate consequence and restorative action under the Rowe Code of Conduct. The Principal or Dean of SEL/Culture or designee shall use interventions to address bullying, which may include, but are not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the Principal or Dean of SEL/Culture or designee shall provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

Any form of reprisal or retaliation directed against any person who reports bullying or provides information during an investigation about actual or threatened bullying is prohibited. Any such act by a student will be met with disciplinary consequences and appropriate remedial actions consistent with this policy and under the Rowe Code of Conduct.

A student will not be punished for reporting bullying or supplying information about actual or threatened bullying, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing false information will be met with disciplinary consequences and appropriate remedial actions consistent with this policy and under the Rowe Code of Conduct.

SCHOOL OPERATIONS

Emergency Drills

To make sure scholars are safe, we will conduct multiple fire and severe weather drills. Scholars will be taught how to proceed to designated safe zones during the first month of school. Drills may or may not be announced in order to truly assess our preparation. See below for a quick guide on emergency drills taught & practiced with scholars:

<p style="text-align: center;">Code White: Law Enforcement Lockdown</p> <ol style="list-style-type: none"> 1. Lock your classroom door with the bolt lock. 2. Turn off all lights and unroll window flags. 3. Quietly move all scholars away from the doors and windows. 4. Ensure all scholars are quiet. 5. If your class is accounted for and in place, slide the green card on the ring into the window. 6. If anyone in your room requires medical attention or is unaccounted for, slide the red card on the ring into the window. 7. Email res_ops@nush.org with a count of everyone in your class and missing scholar names. 8. If threat is internal, recess runs to Lozano. 9. If threat is external, recess monitor blows whistle repeatedly and enters building to closest classroom. 10. Listen for "Rowe Rockets are All Clear." 	<p style="text-align: center;">Fire & Code Red: Medical</p> <p><u>Fire</u></p> <ol style="list-style-type: none"> 1. Line up scholars quickly and silently in classroom. 2. Grab your green/red ring from the door. 3. Walk class down nearest stairwell straight downstairs. 4. Classes can double up on the stairs, no more than two. 5. Do not stop on the landings. 6. Walk class out and along the sidewalk outside the fence. 7. Do a class headcount. 8. Hold up red card if missing scholars, green if all present. 9. Report missing scholars to Ops or PT member with radio. <p><u>Medical</u></p> <ol style="list-style-type: none"> 1. Dial 4000 for backup to serious injury. 2. PT/Ops calls 911 and parents. 3. PT/Ops administers necessary medication. 4. Scholar transported to hospital.
<p style="text-align: center;">Code Blue: Soft Lockdown</p> <ol style="list-style-type: none"> 1. Close your door and do not allow students to leave for any reason. 2. Continue instruction as usual through the entirety of the code call. 3. You may need to hold your scholars through a transition and into a different class period. 4. If you are needed to support a scholar during a crisis you will be alerted via text or walkie talkie communication. Please be prepared to step in and support the situation when you hear "Code Blue." 5. "All clear" announcement will be made when normal movement can resume. 	<p style="text-align: center;">Code Yellow: Shelter in Place</p> <ol style="list-style-type: none"> 1. Lead scholars out of classroom in single-file line. 2. Line up in two lines along hallway wall closest to classroom, away from windows. 3. Scholars tuck knees under and cover backs of heads/necks. 4. Remain in position until all clear signal.

School Closings

If Chicago Public Schools close due to inclement weather, Rowe will also close. Listen to the radio or television for the announcement of the closing of Chicago Public Schools. You can also check the Emergency Closing Center online at <http://www.emergencyclosingcenter.com/complete.html>. In the event that weather conditions make travel to school hazardous and unsafe, but Chicago Public Schools do not close, it is recommended that parents/guardians use their discretion in bringing their scholar(s) to school. However, these absences will be unexcused. Office Clerks will notify families by phone, text and/or Facebook post if there is a last minute cancellation (for building flooding, power outage, facility malfunction, or other emergency situation).

Once the school day has begun, school will not be canceled early in the event that weather conditions become bad during the day unless required by Chicago Public Schools. If parents/guardians choose to pick their scholar(s) up early when Rowe is remaining open, these early dismissals will be unexcused.

Distribution and Review

This policy shall be posted on the Rowe Elementary School website and included in the Code of Conduct and Family Handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. This policy shall be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

The school leadership team shall review and re-evaluate this policy and make necessary and appropriate revisions every two (2) years, and file the updated policy with the Illinois State Board of Education. This policy must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

The Principal or Dean of SEL/Culture or designee shall assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

1. The frequency of victimization;
2. Student, staff, and family observations of safety at a school;
3. Identification of areas of a school where bullying occurs;
4. The types of bullying utilized; and
5. Bystander intervention or participation.

The evaluation process may include the use of relevant data and information that the school already collects for other purposes. The school must post the information developed as a result of the policy evaluation on the school's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

This policy must be consistent with all policies of Rowe Elementary School.

Security Policy

Scholars and parents/guardians must be aware that a scholar's cubby and/or locker is school property and may be searched by school officials at any time without notice or warning. Scholars in grades 6-8 may have locks accessible by Master Key held in the Main Office.

Guest access to Rowe will be limited for safety reasons. School doors are locked in order to maintain security. Visitors must ring the doorbell and be granted access by the main office to enter the building. All visitors must check into the main office, and must be invited to the school by a staff member in order to be granted access. All visitors will be accompanied by a staff member at all times. Even when on school grounds, scholars will always be supervised by a Rowe staff member. Scholars will only be permitted to leave campus with a pre-approved adult or family member unless a permission to walk home slip is on file in the office. Any parent or relative that is interested in being a chaperone on a field trip throughout the school year must submit paperwork for a preliminary background check before being selected as a chaperone. Forms are available online and at reception.

Scholar Records

The following policies and procedures were developed in compliance with the Illinois School Scholar Records Act and the rules and regulations to govern school scholar records, effective March, 24, 1976, issued by the Illinois State Board of Education.

Definition of Scholar Records

1. "Scholar Records" shall mean any written or recorded information concerning a scholar by which a scholar may be individually identified and which Rowe Elementary School maintains.
2. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the scholar records.
3. Scholar records will include IEP and 504 plans, when applicable.

Scholar Permanent Record

The Scholar Permanent Record shall consist of:

1. Basic identifying information, including scholar's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

Temporary Records

The Scholar Temporary Records shall consist of all information not required to be in the scholar's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities
7. Teachers' anecdotal records
8. Disciplinary information
9. Special education files including the reports on which placement or non-placement was based and all records and tape recordings relating to special education placement hearings and appeals
10. Any verified reports or information from non-educational persons, agencies or organizations
11. Other verified information of clear relevance to the education of the scholar
12. Record of release of temporary record information to individuals not on the school staff

Inspection of Scholar Records

1. Parents/guardians shall have the right to inspect, challenge and copy scholar records of that parent's child until one of the following events occurs:
 1. The scholar attains 21 years of age; or
 2. The scholar attains 18 years of age-and declares himself or herself financially independent of his or her parents/guardians.
2. Scholars shall have the right to inspect and copy their permanent record. Scholars shall not have access to their temporary records until they:
 1. Attain 18 years of age
 2. graduate or,
 3. Assume financial independence.
3. Scholar records shall be made available to parents/guardians and eligible scholars within fifteen (15) school days of the time a written request for review is submitted to the records custodian.
4. Whenever access to scholar records is granted to parents/guardians or scholars, a qualified staff member shall be present to interpret information contained in these records.

5. Copies of scholar records shall be provided to eligible parents/guardians or scholars at a cost of 25 cents per page. No parent/guardian or scholar shall be denied a requested copy of scholar records due to inability to bear the cost of such copying.
6. Whenever a parent/guardian or scholar desires a copy of information contained in the scholar's records, he or she shall:
 1. Submit a written request to the main office; and
 2. Pay the school 25 cents per page of copy.

Right to Control Access of Scholar Records

School officials shall release scholar records to the official records custodian of another school in which the scholar has enrolled or intends to enroll upon the written request of such official or scholar, provided that the parent/guardian receives prior written notice of the nature and substance of the information to be transferred. Parents/guardians may, upon written request, inspect copy and challenge such information.

Once parents/guardians have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents/guardians do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

Access to Records without Parent/Guardian Consent

1. School staff members who have a current and legitimate educational interest in the scholar records shall have access as needed for professional purposes to both the scholar's permanent and temporary records.
2. School officials shall release scholar records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents/guardians in writing regarding the judicial order and the information so provided.
3. Scholar records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No scholar or parent shall be personally identified from the information released.
4. Information may be released without parental/guardian consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the scholar or other persons.
5. If a scholar is 18 years of age and the scholar is financially independent of parents/guardians, the scholar may request the parents/guardians be denied access to his or her records.
6. A scholar who desires to declare himself or herself financially independent of his or her parents/guardians shall submit a request in writing to the school's records custodian.

Challenge Procedures

1. A parent/guardian shall have the right to challenge the accuracy, relevance or propriety of any entry in the scholar records of his or her child, exclusive of grades. A request to challenge the contents of a scholar record shall be made in writing to the school by the parents/guardians and shall state in specific terms what entries in their child's record are being challenged.
2. The Principal shall conduct an informal conference with the parents/guardians within fifteen (15) school days of the receipt of the written challenge.

Maintenance of School Records

1. Scholar permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the scholar has transferred, graduated or permanently withdrawn from school.
2. Scholar temporary records shall be maintained until August 1st of the year the scholar transfers, graduates or permanently withdraws from school. The records of special education scholars shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the scholar's transfer, graduation or permanent withdrawal from the school.
3. The Principal shall be responsible for having all scholar records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all scholars' files.

Mandated Reporting

All Rowe Elementary School personnel are mandated reporters, in accordance with state and federal laws, of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once you become aware that a scholar may be the victim of abuse or neglect **you must:**

- a. **Notify the Social Worker of the situation immediately.**
- b. **Call the DCFS hotline at (800)25-ABUSE with the assistance of a social worker.**
- c. **Work with school personnel to document appropriately.**

While these steps are taking place, a school social worker will assist you and the child in understanding the ramifications of the call. Together with you they will debrief the child and, when appropriate, will contact the parent(s)/guardian.

No one in the work place, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

When calling the hotline you must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age, or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm).

If a report is taken (the intake worker will inform you of this over the phone), the report must be confirmed in writing to the local investigation unit within 48 hours of the hotline call. Always ask for the intake worker's name over the phone as well as the address to where the report confirmation should be mailed.

Physical Abuse is defined as occurring when a parent or a person responsible for the child's welfare "inflicts, causes to be inflicted, or allows to be inflicted upon such child physical injury, by other than accidental means." Such common injuries include bruises, human bites, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent "creates a substantial risk of physical injury" by choking or smothering a child, shaking or throwing a small child, and violently pushing or shoving a child into fixed objects. Other circumstances include incidents of domestic violence in which the child was

threatened, or violations of orders for the perpetrator to remain apart from the child. Acts of torture are defined as “deliberately or systematically inflicting cruel or unusual treatment which results in physical or mental suffering.” When reporting physical abuse, it is important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Sexual abuse is defined as occurring when a person responsible for the child’s welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child’s disclosure of sexual abuse must be handled sensitively. When a child attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the scholar to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the scholar’s words verbatim as much as possible. Take action immediately by talking to a school social worker or assistant principal and then placing the call.

Neglect occurs when a person responsible for the child “deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment,” or when an adult “provides inadequate supervision of a child (particularly small children).” ***

Rowe maintains the right to retain a child and call DCFS and/or the Chicago police department to report neglect in the instance that a parent/guardian arrives to pick up a scholar and is under the influence of drugs, alcohol or other controlled substances.

If you have any questions regarding this policy or DCFS procedures, please see contact a school administrator.

For more information regarding this handbook please contact the appropriate staff member:

Staff Member Name	Title	Email
Tony Sutton	Principal	tsutton@nush.org
Tori Bohannon	Assistant Principal-RES	tbohannon@nush.org
Sarah Walker	Assistant Principal-RMS	swalker@nush.org
Josh Rodgers	Dean of SEL & Culture, Grades K-5	jroddgers@nush.org
Marshiela Emery-Vaughns	Dean of SEL & Culture, Grades 6-8	memeryvaughns@nush.org
Saadia Shariff	Dean of Academics, Grades K-2	sshariff@nush.org
Nicole Gibbs-Ruelas	2-8 Math Director of Curriculum and Assessment	nruelas@nush.org
Shannon Justice	2-8 ELA Director of Curriculum and Assessment	acooper@nush.org
Beth Rich	Director of Special Education	brich@nush.org
Lisa VanderVoort	High School Readiness Coordinator	lvandervoort@nush.org
Ramiro Arroyo	Director of Compliance	rarroyo@nush.org
Christine McCracken	Director of Operations	cmccracken@nush.org
John Lopez	School Operations Manager	jlopez@nush.org
Diana Morquecho	Office Clerk, Grades 6-8	dmorquecho@nush.org
Roselia Velasco	Office Clerk, Grades K-5	rvelasco@nush.org

Rowe Elementary School Calendar 2018-2019

August 2018				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

December 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

September 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

January 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

May 2019				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 2018				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

June 2019				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 2018				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

	Holiday- Rowe Closed
	Report Card Pick Up Thursday- 4:00- 7:00 Friday- 9:00- 4:00
	Staff Development No School for Scholars
	Start of Trimester
	Early Release

