

Parent/Guardian
Handbook
2024-2025 School Year



Together in Heart, Work, and Mind

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Letter from the Principal



As returning principal of Erie , I want to officially welcome you to the 2024-2025 School Year! I'm extremely proud to be serving this community and for being part of a team of amazing educators, leaders and families.

Before we dive into updates and goals for this year, I want to assure you that my commitment to Erie remains strong and that my vision continues to be that we become the BEST. I want Erie to be recognized not only for our mission and our Habits of Heart, Mind and Work but for being an example and a model of high expectations, rigorous education, exemplary culture and teamwork. My dream is that one day we become the #1 Charter School in Chicago. I realize this is an ambitious goal and one that will not come without its challenges and changes but I truly believe our students,families and staff deserve it. It is for this reason that I'm sharing with you our Sy 24-25 rally cry : One Team. One Dream. One Voice. This year and moving forward I ask that everyone (ALL staff, students and families) live to the expectations stated in this rally cry. To work as a team regardless of the circumstance and build strong relationships with each other; to share the dream of becoming and being the best; and to be the voice of Erie by sharing our goals and successes with others and by speaking up and stepping up when we need to be better. Together we can make this happen.

Our teachers and staff are eager to meet their new students and begin this year's journey with them. Our team of dedicated leaders and office staff have been working tirelessly this summer to finalize schedules, engage in professional learning opportunities, and update our instructional models, routines, and expectations, with the goal of fostering academic success and a true sense of connection and belonging for our students. This year our goal is to increase student proficiency in core academic subjects and ensure there is high quality Tier 1 instruction and small group instruction. We will continue to analyze data, conduct observations, and review student work in order to guide instruction and intervention. We will also continue to; engage *all* of our students in Project Based Learning, push them to become critical thinkers and promote our Habits of Heart, Mind and Work.

You will have the opportunity to learn more about our goals and state of the school at our upcoming events. Please join us at:

- New Families Orientation Night - August 15th, 2024 - 4:30-5:30 pm. **ONLY** for New families to Erie
- Back to School Night on September 5th, 2024 - 4:30-6:00 pm. All Families are invited
- State of the School meeting -September 26, 2024- 2:30-5:30pm. All families are invited.(More details to come)

I am looking forward to a year full of positivity, innovation, strong relationships and JOY . Know that my door is always open; please feel free to come in and discuss any concerns, suggestions, or ideas that could help make this the best year yet!

I know choosing the right school for your child is a very important responsibility and we thank you for choosing Erie.

Sincerely,
Karem Gómez
she/her/hers-ella/ellas
Principal
Erie Elementary
kgomez@eriecharterschools.org

School Information

Main Office Hours: 7:30 AM - 3:30 PM
Phone: (773) 486-7161
Fax: (773) 486-7234
Email: info@eriecharterschool.org
Website: www.eriecharterschool.org
Instagram: [@EECSEagles](https://www.instagram.com/EECSEagles)
Facebook: www.facebook.com/ErieCharterSchool
Address: 1405 N. Washtenaw Ave. Chicago, IL 60622

Staff Roster

School Administration

Tony Sutton	Interim Executive Director	TSutton@eriecharterschool.org
Karem Gomez	Principal	kgomez@eriecharterschool.org
Aimee Frantzen	Interim Assistant Principal	afrantzen@eriecharterschool.org

School Leadership Team

Cindy Alvear	Director of Curriculum & Instruction	calvear@eriecharterschool.org
Gabriela Basurco	Director of Social-Emotional Learning	gbasurco@eriecharterschool.org
Erick Ervin	Dean of Community	eervin@eriecharterschool.org

Academic Leadership Team

Jessica Jaimes	Instructional Coach	jjaimes@eriecharterschool.org
Yolanda Behaine	Dual Language Coordinator/Coach & ELPT	ybehaine@eriecharterschool.org

Office & Parent Support Staff

Gina Vega	Registrar, Attendance Manager &	GVega@eriecharterschool.org
Ana Salgado	Enrollment Specialist	asalgado@eriecharterschool.org
Brenda Garcia	Office & Communications Manager	bgarcia@eriecharterschool.org
	Security/Lobby Greeter	

Operations & Finance Team

Marisol Martinez	Business Operations Manager	mmartinez@eriecharterschool.org
Vanessa Sahabi	Building Operations and Compliance Manager	vsahabi@eriecharterschool.org
Francisco Arellano	Building Manager	farellano@eriecharterschool.org
Mauricio Suarez	Custodian	msuarez@eriecharterschool.org
Max Armendariz	IT Manager	marmendariz@eriecharterschool.org

Lead Instructional Staff

KINDERGARTEN TEAM

University of Chicago (U of C) Classroom

Dual Language Program

Cristina Martinez:

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Lupe Martinez:

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School of the Art Institute of Chicago (SAIC) Classroom

General Education Program

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Wendy Comas

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1st GRADE TEAM

Loyola University Classroom

Dual Language Program

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University of Illinois at Chicago (UIC) Classroom

General Education Program

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2nd GRADE TEAM

Long Island University (LIU) Classroom

Dual Language Program

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DePaul University Classroom

General Education Program

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3rd GRADE TEAM

**Northeastern Illinois University
(NEIU) Classroom**
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Northwestern University (NWU) Classroom
General Education Program
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4th GRADE TEAM

Carleton College Classroom
Dual Language Program
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The Evergreen State College Classroom
General Education Program
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5th GRADE TEAM

University of Michigan Classroom
Dual Language Program
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Smith College Classroom
General Education Program
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MIDDLE SCHOOL TEAM

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**Notre Dame University Classroom- 6th-8th
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**Morehouse College Classroom- 6th-8th Creative
Writing** Michael Gates:
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**University of Illinois at Urbana-Champaign
(UIUC) Classroom- 6th-8th Social Studies**
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**Illinois Institute of Technology (IIT)
Classroom-6th-8th ELA**
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Diverse Learning

Stephanie Diaz	Licensed Clinical Social Worker
Michelle Garcia	Diverse Learning Specialist
Samantha Wandmacher	Diverse Learning Specialist
Vito Mattera	Diverse Learning Specialist
Joe Lippe	Diverse Learning Specialist
Roselly Cano	Paraprofessional
Alex Leyva	Paraprofessional
Noah Powell	Paraprofessional
Elizabeth Rodriguez	Paraprofessional
Victor Sampson	Paraprofessional

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Related Service Personnel

	Occupational Therapist	
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Faith Furio	Nurse-HSN	ffurio.ssg@gmail.com
Chris DuBoise	Nurse-CSN	cduboise@cps.edu

Language & Special Subjects

Sandra Alvarez	K-5 Spanish as a World Language	salvarez@eriecharterschool.org
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Angel Cortez	Music Teacher	acortez@eriecharterschool.org
Michelle Franco	K-5 Bilingual Specialist	mfranco@eriecharterschool.org
Julia Gomez	6-8 Bilingual Specialist	jgomez@eriecharterschool.org
Natalie Ortiz	Student Success & Transition Coordinator	aortiz@eriecharterschool.org

Board of Directors

Members

Maria Hawilo - Chairwoman
Sarah Airola - Vice Chairwoman
Tony Sutton - Vice President Academic Affairs
James Baldwin - Treasurer
Rajiv Naidu - Secretary
Mary Boehler, Chairman Emeritus
Crystal Bush
Becky Burke
Robert Laragh
Melanie Madigan, Chairman Emeritus
Sy Nelson, Chairman Emeritus
Leslie Pigozzi, Teacher Representative*
 , Parent Representative
Tony Sutton, Interim Executive Director*

**Non-voting members*

Board Meetings

The Erie Charter School Board of Directors meet 4 times a year on the **2nd Wednesday** of the following months:

- October 23, 2024
- December 11, 2024
- March 12, 2025
- May 28, 2025

Vision, Mission, History

Vision

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

Mission

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

History

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




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

Educating the Whole Child

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

Habits of Heart, Mind and Work

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

Habits of Heart	Habits of Mind	Habits of Work
<p>Respect: Show consideration for yourself, for the community and for the environment</p> <p>Truth: Be honest and sincere</p> <p>Kindness: Be kind and considerate</p> <p>Empathy: The ability to recognize, appreciate, or understand another's emotions; to be receptive to new ideas and to value differences and diversity in others.</p> <p>Nonviolence: Find ways to address conflict without being physical</p> <p>Confidence: Believe in your own ability; Know that you can accomplish anything</p>	<p>Evidence: What facts are used to support the argument? How do you know what you know?</p> <p>Connection: How can this be related to other topics?</p> <p>Reflection: Think critically; Analyze</p> <p>Relevance: Why is this important?</p> <p>Viewpoint: Whose perspective is this?</p> <p>Problem Solve: Use the problem solving steps.</p> <p>Self-Control: The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.</p> <p>Responsibility: The ability to motivate oneself to act and follow through on expectations, to define a problem, consider the consequences, and choose a positive solution.</p>	<p>Organization: Have what you need and know where it is; Know what you have to do; Review your work</p> <p>Cooperation: The ability to maintain positive relationships, resolve conflict, accept differences and work collaboratively with others.</p> <p>Focus: Participate and listen actively; Ask questions</p> <p>Punctuality: Arrive on time</p> <p>Assertion: The ability to take initiative, to stand up for one's ideas without hurting others, and to persevere with a challenging task.</p> <p>Perseverance: Ask for help; Only accept high quality work from yourself</p>
		

Our Approach - Responsive Classroom

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

The Guiding Principles of the Responsive Classroom approach are:

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

Teaching practices included in the Responsive Classroom are:

Shared Practices (K–8)

- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language**—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.
- **C.A.R.E.S.** — Erie teachers and staff model and teach the C.A.R.E.S. values of **C**ooperation, **A**rreration, **R**esponsibility, **E**mpathy, and **S**elf-Control. We believe that how children learn is as important as what they learn and that the greatest cognitive growth occurs through social interaction.

Elementary Practices (K–5)

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

Middle School Practices (6–8)

- **Responsive Advisory Meeting**—A practice with a set, predictable routine, organized around one of seven distinct purposes, that offers a solid framework for building meaningful connections and developing respectful and trusting relationships while meeting students' developmental needs. The meetings have four sequential components: arrival welcome, announcements, acknowledgments, and activity.

- **Investing Students in the Rules**—A process facilitated by the teacher that is composed of four steps: setting SMART goals, connecting the goals to rules, connecting the rules to concrete behaviors, and making the rules come alive.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Active Teaching**—A strategy for delivering curriculum content where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a learning objective. The three phases of active teaching are (1) Teach and Model, (2) Student Collaboration, and (3) Facilitate Reflection.
- **Student Practice**—A process that follows active teaching where students explore and practice, under the teacher's guidance, the content and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students' thinking before they practice further on their own.
- **Small Group Learning**—A structured way for students to work together on a specific learning goal, assignment, or project that is organized by the teacher.

Erie has identified five core social and emotional competencies, **C.A.R.E.S.**, from our Habits of Heart, Mind, and Work list to explicitly teach and model in the classroom as well as in our community. Mastering these **core values** are acknowledged during our student of the month celebrations. Teaching and modeling core values to students can help them develop a sense of purpose and belonging. Core values are fundamental principles that guide our students behavior, decision making, and impacts their mental health, academic performance, and social relationships.



Cooperation

prepares students to have positive relationships and be contributing members of the classroom community.



Assertiveness

empowers students to take initiative, stand up for themselves, and persevere through challenges.



Responsibility

helps students to follow through on expectations and choose positive solutions.



Empathy

enables students to recognize, appreciate, and understand new perspectives.



Self-Control

gives students the ability to regulate their thoughts, emotions, and behaviors to stay on a successful track.

In addition we expect all students to comply with:

- **Uniform** - Be in uniform at all times. **This means no jeans, no crocs, no slides with socks.** Students out of uniform will be sent to the office with a note to receive a lender shirt After 3rd unexcused violation the student may be assigned a restorative reflection or community service.
- **Classroom rules and expectations** - Follow classroom rules and expectations anywhere in the building and with any adult, this includes guest teachers.
- **Permission to be in the hallway-** Have a hall pass when you are out of the classroom.
- **Computer assignments-** Students are responsible for their assigned computer throughout their time at Erie. Computers and credentials are not to be shared. All guardians must sign a technology agreement prior to receiving their device. **No Exceptions**
- **Bathroom assignments-** Bathrooms are assigned by floor. Each grade level cluster is assigned to the bathroom on their floor. Middle School students are not allowed to use K-2, 3-5 bathrooms.
- **Bathroom/water breaks(4th-8th)-** Bathroom and water breaks can only happen after the first 15 minutes of class and before the last 15 minutes of class.

We do not allow:

- Gum
- Cellphones
- Gym equipment in the cafeteria

Community Rights & Responsibilities

Student Rights

Every student has rights. A right is a freedom or protection that a person has. Rights define what is allowed of a person or owed to a person. Your rights are part of you regardless of your age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, or political beliefs. Your rights belong to you and cannot be threatened or taken away.

At Erie, all students have the right to:

1. FREE, EQUITABLE PUBLIC EDUCATION
2. SAFE, SECURE, AND SUPPORTIVE SCHOOL ENVIRONMENT
3. SPEAK, ADVOCATE, ORGANIZE AND PARTICIPATE
4. HEALTH, NUTRITION, AND PERSONAL CARE
5. FAIR CONSEQUENCES

Student Code of Conduct

Erie Elementary Charter School is a community where children grow academically, socially and emotionally. In order for children to develop in these ways, Erie must be a safe, caring and nurturing place. It is the responsibility of all community members to create and sustain a safe and orderly environment where discipline is consistent and fair by using restorative practices and a [behavior matrix](#). In order to accomplish this, Erie has adopted the Chicago Public Schools Student Code of Conduct (SCC). A complete code of conduct can be found on Erie's website on the [Policies and Forms page](#) or directly on the [Chicago Public Schools Student Code of Conduct page](#).

In order to maximize learning time and promote positive behaviors, Erie uses multi-tiered systems of support (MTSS) for students' academic, 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. Erie is committed to an instructive, corrective, and restorative approach to behavior.

If behavior incidents arise that threaten student 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 student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

Student Responsibilities

- To read and become familiar with Erie policies and the Student Code of Conduct
- To attend school daily, wear proper uniform, prepare for class, and complete classwork and assignments to the best of their ability
- To cultivate the Habits of Heart, Mind, and Work at all times
- To know and follow school rules and instructions given by the school staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are necessary for learning
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others
- To follow school wide norms
- Obtain a good standing rating

Specific classroom expectations will vary by grade and/or subject, as they will be created in each individual classroom through a collaborative rule creation process involving all students.

Formal Concern Resolution Process

If concerns arise, parents and guardians are encouraged to direct their concerns to the persons most closely involved, usually the classroom teacher first, then administration. However, when an informal process fails to provide resolution, a parent may file a formal complaint and seek review at a higher administrative level. In both processes, the intent is to protect confidentiality and preserve the dignity of everyone involved and use a solutions-oriented problem solving process. The formal parent/family concern resolution process can be found on [Erie's website on the Policies and Forms page](#).

Visitors Policy

Erie expects all students, teachers, staff, parents and others to honor our Habits of Heart, Mind and Work and the norms of safety, peace, and respect. To ensure our students' right to a safe, secure and supportive school environment the following visitor guidelines must be followed.

- All classroom visitors should obtain approval from the classroom teacher and school leadership prior to visiting the school.
- All visitors should stop by the main lobby first to sign in and receive a visitor's pass.
- Visitor's passes should be displayed at all times while on campus and must be returned before leaving.
- All visitors must be respectful and courteous to staff, parents, guardians, and students and follow Erie's school wide norms.

- Under no circumstances should any parent/guardian or visitor interact with any student, staff member or community member with the intent to reprimand, intimidate, harass or injure. Any evidence of violation to this norm will be grounds for banning from Erie for a period of time or permanently depending on the severity.

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about Erie's policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress regularly

Parent/Guardian Responsibilities

- To read and become familiar with and uphold all Erie's policies
- To ensure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To support their child's learning and school activities at home
- To support their child in meeting behavior expectations at home
- To reinforce social emotional skills and Habits of Heart, Mind, and Work at home
- To ensure their child comes in proper uniform each day
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring concerns to school administration and/or the Board
- To receive supportive professional development and resources

Staff Responsibilities

- To follow the Habits of Heart, Mind, and Work at all times
- To explicitly teach, re-teach and model clear behavior and academic skills to all students
- To treat everyone in the school community fairly, equitably, and with respect
- To provide active, engaging, and rigorous learning activities
- To actively supervise all areas of the school building and use positive strategies to redirect behavior in alignment with Responsive Classroom
- To intervene early and de-escalate inappropriate or dangerous behaviors
- To identify and respond effectively to students' academic, social, emotional, and/or behavioral health needs, including referring students for additional support when necessary

Administrator Responsibilities

- To follow and promote the Habits of Heart, Mind, and Work at all times
- To treat everyone in the school community fairly, equitably, and with respect
- To be accessible and supportive to all members of the school community
- To review the circumstances surrounding each discipline situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- To apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parents/guardians when disciplinary action is taken, and recording all disciplinary action in the District student information system.

Curriculum & Instruction

Literacy (Reading & Writing) - American Reading Company (ARC) (K-8th Reading Comprehension, Vocabulary & Writing)

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

Foundations (K-3 English Phonics & Word Study)

As a recognized leader in multisensory, structured language programs, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing: Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies, Handwriting and Spelling.

Canciones y cuentos (K-2 Spanish Phonics & Word Study)

Captivate children's imaginations with songs and stories. *Canciones y cuentos* is an elementary Spanish phonics program for grades K-2. In *Canciones y cuentos* teachers sing engaging songs to introduce content and sound/spellings to build phonological awareness, teach and practice sound/spellings, letter formation, and other key reading skills to develop foundational literacy skills, read exciting stories and informational texts to build knowledge and develop fluency, write and apply skills using interactive routines and resources.

Math - Illustrative Math (K-2)

Illustrative Math is fully aligned to the Common Core State Standards and provides the proper focus, rigor, and coherence required to achieve grade-level mathematics. Courses, units, lessons, activities, and representations are sequenced to help students develop an understanding of mathematical concepts, build fluency with procedures, and solve mathematical problems that reflect their lived experiences. Each unit and lesson is designed to build on what students previously learned and is part of a mathematical story that spans units and grade levels. This coherence allows students to view mathematics as a connected set of ideas. You can learn more at <https://illustrativemathematics.org/math-curriculum/k-5-math/>

Math - Eureka Squared (3-8)

Eureka Math is the most widely used math curriculum in the United States. It is thoughtfully constructed and designed like a story and meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year. You can learn more at www.engageny.org/parent-and-family-resources.

Science (K-5)

Mystery Science is an innovative, standards-aligned, hands-on curriculum that teaches children how to think like scientists. It is phenomena-driven instruction that helps kids to better understand and communicate about the world around them through writing, discussion, and exploration.

Science (6th-8)

Amplify Science is a K-8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for grades 6-8 has recently been rated all-green by EdReports. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. You can learn more at [Amplify Science](https://www.amplify.com/science).

Social Studies (K-8th)

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

STEM (K-8)

Students in grades K-8 will receive STEM education at least 2 times a week. STEM Teaches Critical Thinking and Innovation. STEM coursework challenges students to think critically and come up with their own solutions. As a result, students who receive a quality STEM education are primed to become the next generation of innovators.

Career Exploration

Students in middle school engage in Career Exploration opportunities and field trips to help prepare them for college and beyond. Career education helps students to develop the skills that are needed to evaluate potential career paths. Career awareness promotes self-awareness from an early age as children learn about their abilities, their interests, and their strengths.

Spanish as a World Language - Vista Higher Learning

Since its inception, the Spanish as a World Language Program at Erie has strived to fulfill Erie's mission by working to help all students become bilingual. Students in the General Education program participate in daily Spanish as a World Language Instruction. In 2021, an updated version of the Spanish as a World Language Curriculum, by Vista Higher Learning was purchased to modernize the way we teach Spanish as a World Language. This updated Curriculum, **Listos for K-5** and **Encuentros for 6-8**, will bring updated digital and print tools to all the students in the Spanish as a World Language program.

Listos! is an elementary K-5 program that makes learning language a engaging cultural adventure as students travel to twenty Spanish-speaking countries and explore the language and culture.

Encuentros builds intercultural communicative proficiency through a fully integrated storyline, highly motivating communicative, skill-oriented instruction and practice, and robust print and digital components. Students create a solid linguistic and cultural foundation, preparing them for high-school and career-level Spanish.

Social-Emotional Learning (SEL)

Erie teaches the Illinois SEL core competencies and skills **5 SEL Core Competencies** by using the [Second Step](#) curriculum, a research based SEL program. We want your child to be successful in school and that means supporting and encouraging their whole development. Children need skills to take on learning challenges, make good decisions, manage strong emotions, and get along with others. Second Step skills and concepts are designed to help children in and out of school to prepare them for higher learning.

Second Step is taught in all K-8 grade classrooms to improve students' social emotional skills, including growth mindset, goal-setting, emotion management, kindness and empathy, and problem solving. Research has shown that these skills can support students' school performance, increase positive social behaviors, and reduce conduct problems.. These skills and strategies are practiced, used, and reinforced throughout the school community. Erie teachers also encourage parents to use these skills at home by sending out weekly communications about lesson topics as well as practice worksheets.

Health/Sex Education

Sexual Health Education starts at home where parents/guardians are the primary educators of their children. Erie Charter School teachers and staff strive to work with parents to prepare students for college, careers, and life. This includes teaching medically accurate sexual health education, helping students understand how to stay healthy, how to access health services in order to help students

make healthy decisions about their sexual health. Erie teaches sexual health education to all grade levels, as required by Chicago Public Schools' Sexual Health Education policy.

Parents/guardians will receive at least one written notification and at least two electronic notifications two weeks prior to instruction regarding when sexual health will be taught and specific subject matter for each grade. Parents/guardians may opt out their child(ren) of one or all lessons by returning the passive consent form or notifying the classroom teacher by email. Resources to help families talk about sexual health and healthy relationships will be provided upon request and shared on class dojo prior to instruction.

Access to Health & Hygiene Supplies

Erie provides access to basic health and hygiene supplies to all students. Supplies are available in the school office and the offices of the school Social Workers . Supplies include but are not limited to, menstrual hygiene products, deodorant, toothbrush and toothpaste, and soap. All students in grades 5-8 must also be provided discreet access to condoms in accordance with Chicago Public Schools' sexual health education policy. Erie has designated the school Social Workers to provide sexual health service resources to students upon request.

Dual Language Program

EECS' Dual Language Program began in the 2009-2010 school year with one dual language kindergarten classroom. The program has grown each year with the addition of one grade level per year and is currently serving K-8th grade students.

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

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

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

Parents have the option to opt-in to the Dual Language program if they think it would be a good fit for the student and the family. Parents that choose the Dual Language Program will sign the [Parent Compact](#) to join in partnership with the school and ensure their students' success in the Dual Language Program. For more information about the Dual Language Education program at Erie, check out the [EECS DLE Handbook](#).

Diverse Learners

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

English Language Learners

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

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

In order to provide these services and supports, Erie is working towards a goal of having as many teaching staff as possible earn the ESL or Bilingual endorsement. To help teachers earn the endorsement, in 2017 Erie created a learning cohort that took graduate level courses about language learner needs. Additionally, all staff have participated in professional development workshops about how to plan instruction for the needs of language learners.

Multi-Tiered System of Supports (MTSS)

Erie's Multi-Tiered System of Supports (MTSS) provides a framework for delivering high-quality, differentiated instruction and targeted support for all students' academic, social and emotional, behavioral, and health/wellness needs in all school and classroom settings. MTSS is a process that all instructional staff takes part in and benefits all students. The student intervention team, which is made up of specialists and administrators, guides this process.

Standards, Grading & Assessment

What is a Standard?

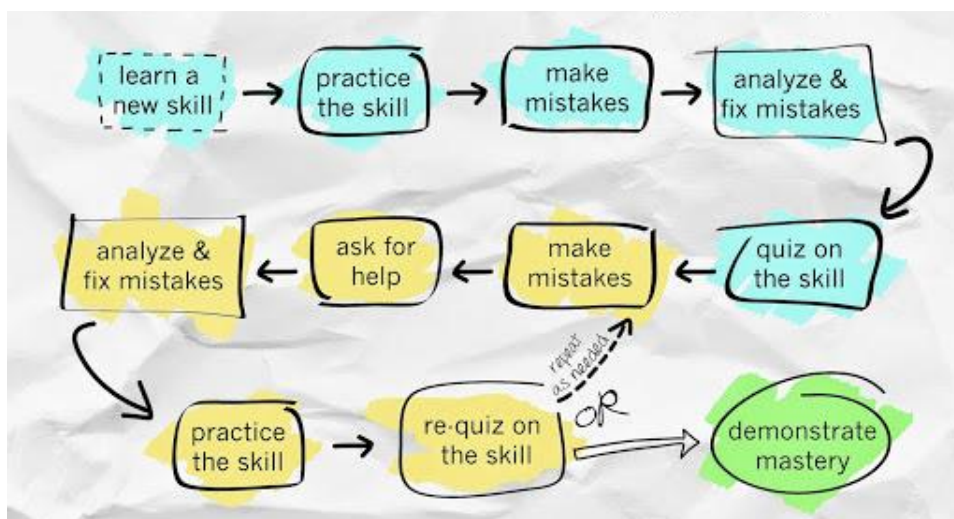
To ensure all students are ready for success to get to and through high school and beyond, Erie uses the Common Core and other national and State Standards to establish clear, consistent guidelines for what every student should know and be able to do in all content areas from kindergarten through 8th grade. These standards focus on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. Parents can learn more about Common Core standards [here](#) and view all of the standards used at Erie [here](#).

What is Standards-Based Grading?

At Erie we use a Standards-Based Grading (SBG) system, as opposed to traditional letter grades. SBG allows students to be more aware of what they are expected to learn as they progress through the grade level standards. It also provides families with a more detailed outline of their child's growth and achievement. It shows what a student knows and still needs to practice as opposed to what work or tasks they've completed.

What does SBG look like in the classroom?

The process of standards based grading allows teachers to guide students through repeated practice until mastery is reached. You'll see this in action in your child's class similar to this flowchart.



What does SBG look like on report cards?

On each progress report and report card you will see a set of standards for each subject area. Each standard will have a number that indicates the level of mastery the student reached by that point in the year. Each trimester, the standards may be different, depending on the grade level standard and skill that was taught that trimester.

The number values you'll see on your child's report card are below:

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

What do these numbers tell us?

- **A score of 3 is the target, it shows proficiency and should be celebrated!** This means that the student is fully able to apply that skill or standard at grade-level and has met the target goal.
- **A score of 4** indicates a student has reached grade-level proficiency *and* can apply knowledge *beyond* the grade-level standard. Only a small percentage of students typically score a 4 on any given standard.
- **A score of 2** indicates that the student is *almost* there. They are on their way to reaching grade level attainment. Your child's teacher will discuss how you can support them at home and what work will be done in class to continue to practice that standard and continue on the path to grade level attainment.
- **A score of 1** indicates that the student still needs more practice. They can apply the skill, but need lots of support from adults around them. Your child's teacher will discuss how you can support them at home and what work will be done in class to continue to practice that standard and continue on the path to grade level attainment.

NOTE: Standards-based numbers **do not equate to letter grades, as they measure different things. (i.e. earning a 3, does not equal an A or B, it means a student is on grade level and earned a 3.)*

Assessment

There are district-wide and school wide assessments Erie students take every year. These assessments help teachers identify student's strengths and challenges and allow them to adjust their instruction, set goals, and support students in grade-level attainment. Erie makes an effort to stagger assessments throughout the school year to minimize testing and maximize instructional time.

Assessment	Grades	Date
Independent Reading Level Conferencing (IRLA) <i>English</i>	All K-8 in General Education Language Program (GE)	Ongoing, year round conferencing and goal setting
Conferencias para el nivel independiente de la lectura (ENIL) <i>Spanish</i>	All K-8 in Dual Language Program (DL)	
Kindergarten Individual Development Survey (KIDS) KIDS is an observational tool designed to help teachers, administrators, and families better understand the developmental readiness of children entering kindergarten by assessing <u>5 key domains</u> .	Kindergarten	Start of School Year
FastBridge FastBridge is a new tool Erie will be using to universally screen students in grades K-8 in reading, math and social-emotional behaviors. This tool will also be used to progress monitor students and inform teacher instruction.	K-8	Ongoing
ACCESS The ACCESS test measures student proficiency in the four domains of English language development: speaking, listening, reading and writing. Students are required to take the ACCESS test annually, regardless of level of service, until they meet the Illinois state-mandated criteria of an overall composite score of 4.8	K-8th English Language Learners only	Jan/Feb
Illinois Assessment for Readiness (IAR) The Illinois Assessment of Readiness (IAR) assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.	3 rd – 8 th	Mar/Apr
Illinois Science Assessment (ISA) The Illinois Science Assessment (ISA) assesses progress of student's science standards attainment in grades 5 and 8.	5th & 8th	April
Standards-based Measurement of Proficiency (STAMP) Students who pass this exam earn the pathway to Chicago Public School's Seal of Biliteracy.	5th & 8th	May

Report Cards & Progress Reports

Report cards are distributed 4 times a year at the end of each 8 week quarter. The fall and winter report cards require a parent teacher conference; the final report card is sent home on the last day of

the school year. Teachers will no longer send progress reports, anyone interested in knowing their child’s progress may create a Parent Powerschool account or may ask the teacher directly.

Report Cards
November 8, 2024
Jan 31, 2025
April 11, 2025
June 12, 2025

Homework

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

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

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

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

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

Helpful Homework Tips

1. Decide with your child when homework will be done, where it will be done, and who will check to make sure it has been completed.
2. Homework should be done in a quiet space, free of distractions and with appropriate light.
3. Ask your child about his/her homework each night.
4. Sometimes a healthy snack will help with concentration.
5. Encourage your child to work independently, but offer help when necessary.
6. Make sure to have a classmate’s phone number handy if you have any questions regarding the homework.

7. Always talk to the teacher about homework assignments that are not understood or incomplete for any reason.

School Calendar

First Day of School: August 26, 2024

Last Day of School: June 12, 2025

2024-2025 School Calendar

August 2024						
S	M	T	W	T	F	S
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September 2024						
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October 2024						
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December 2024						
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January 2025						
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Erie Elementary Charter School	
1405 N. Washtenaw Ave Chicago IL 60622	
773-486-7161 info@eriecharterschool.org	
8:00 am - School Day Begins	Full Prof. Dev. Days
3:15pm - School Day Ends	Instructional Days 176
Aug 12 - 23 Teacher Institute Days	
Aug 26 First Day of School for Students	
Sep 2	Labor Day - No School
Oct 14	Indigenous Peoples Day - No School
Oct 18	Professional Development Day - No School
Oct 31	Last Day of Quarter 1
Nov 11 Veterans Day - No School	
Nov 25	Parent/Teacher Conferences - No School
Nov 26	Parent/Teacher Conferences - No School
Nov 27 - 29	Thanksgiving Break - No School
Dec 23 - Jan 6	Winter Break - No School
Jan 7	Professional Development Day - No School
Jan 20	Martin Luther King Jr. Day - No School
Jan 24	Last Day of Quarter 2
Feb 14 Mid-Winter Break - No School	
Feb 17	Presidents' Day - No School
Mar 24 - 28	Spring Break - No School
Apr 4	Last Day of Quarter 3
Apr 17 Parent/Teacher Conferences - No School	
Apr 18 - 21	Mid-Spring Break - No School
May 26	Memorial Day - No School
Jun 9	Kinder Graduation
8th Grade Commencement - 1:10pm Dismissal	
Jun 12	Last Day of Quarter 4
Jun 12 Last Day of School	
Jun 13	Professional Development Day
Jun 24 - Jul 18 Summer Recovery Program	

February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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July 2025						
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26	27	28	29	30	31	

Parent Meetings(Quesitos con Karem 8:00am)

Sep 3	
Oct 3	
Nov 7	
Dec 5	
Jan 9	
Feb 6	
Mar 6	
Apr 3	
May 1	

School Events

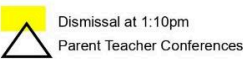
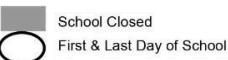
Sept 5	Back to School Night
Sept 26	State of the School Meeting
Oct 10	Hispanic Heritage Night
Dec 16 - Dec 20	Spirit Week Holiday Theme
Feb 27	Black History Month
Mar 17 - Mar 21	Spirit Week
Apr 23	Feria Cultural
May 16	Unity Parade
May 23	Dia del Niño
June 4	Student Showcase

Family Events

Aug 15	New Families Orientation Night
Oct 3	Bingo Night
Dec 5	Decorating Cookies
Mar 6	Sip and Paint
May 1	Cooking Class

Student of the Month Celebration

10/11, 11/15, 12/13, 1/17, 2/14, 3/14, 4/11, 5/9, 6/5



Daily Schedule

→ 7:45 am - Breakfast

Earliest Drop off time: **7:45 AM**

Note: There is no supervision or access to the building for students prior to 7:45 am

→ 7:55am - Lineup & Classroom Pickup

→ 8:00am - Class Begins

→ 3:05 pm - 3:15 Dismissal

Note: 1:10pm dismissal on Wednesdays

Latest pickup time for students: **3:25 PM, all families get a ten minute grace period.**

Note: Students should be picked up promptly at dismissal, there will not be supervision for students after 3:25 p.m. Students who are picked up late more than 5 times will receive a notice of meeting with administration.

Professional Development Days

There are 6 professional development days throughout the school year that are non-attendance days for students. Instructional staff use these days to learn and grow in their profession, analyze student data, and plan and prep for instruction. Please review the calendar closely and make note of these days. Time off requests will not be approved for professional development days.

Arrival & Dismissal

Free Breakfast Program

Breakfast is free for all students and served from 7:45-7:55 AM. All students will have breakfast in the Main Hall on the ground level, except for k-2 students who have breakfast in their classrooms. Students may not arrive earlier than 7:45AM for breakfast, as there is no adult supervision at that time.

Arrival

Supervision begins at 7:45 AM. No students should arrive before this time or be left unattended for safety reasons. If your child is having breakfast, he/she can arrive as early as 7:45 AM. Students will be asked to line up at 7:50 AM in their assigned classroom location in the Main Hall. All 3-8 grade teachers will pick up students in the Main Hall at 7:55 AM in order to be in their classrooms by 8:00 AM.

Dismissal

Dismissal is at 3:15 PM. If your child is not in an after school program or activity, your child must be picked up promptly at 3:15 PM. **We understand that there may be occasions in which a late pick up will be inevitable. In the event of a late pick up, call the main office and notify in advance. Meetings with school admin will be scheduled for students who repeatedly are not picked up by 3:15 pm on Monday, Tuesday, Thursday and Friday and 1:35 pm on Wednesday.**

Teachers will accompany students outside of the building and stand at the assigned locations. When

parents/guardians arrive to pick up students, students should notify their teacher and check out with them for security purposes.

Assigned pickup locations are below:

- K-2 Grade: Playground
- 3-5 Grade: Front of the original school building on Washtenaw
- 6-8 Grade: Side of the new addition on Hirsch

*Inclement Weather Dismissal: In the case of excessively cold, rainy, or snowy weather, students will line up inside and dismiss from the lobby and main hall.

Wednesday Early Dismissal

Every Wednesday student dismissal is at 1:10 PM. Please ensure that your child is picked up on time. The latest pickup time on Wednesdays is 1:25 PM.

Early Pickup Guidelines

We understand it is occasionally necessary to pick up your child prior to the end of the school day. **Early dismissals are strongly discouraged.** In order to maximize the amount of time your child is learning students should only be picked up early only for the reasons below:

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

In the event you must pick up your student early we ask that it be done **prior to 2:45 PM** on Monday, Tuesday, Thursday & Friday and prior to 12:40 PM on Wednesday in order to allow for a smooth dismissal process. **Any parents/guardians arriving after these times will be asked to wait in their vehicle until dismissal.**

Early dismissals should always be communicated to in advance with school staff via Class Dojo and phone call. Parents/guardians will be expected to call the main office ahead of time and inform staff of the time of early pick up and contact information of who is picking the child up. Only adults 18 and over will be able to sign out students and MUST present identification at pick up. In addition, parents/guardians should send a reminder message to your child's teacher the morning of the early dismissal. You can reach your child's classroom teacher via email or Class Dojo(p.36) to provide written notice from a parent/guardian regarding an early dismissal.

Drop Off & Pick Up Guidelines

Drop off occurs each morning from **7:45-7:55 AM. on Washtenaw Ave only.** If you are dropping your child off in a car, please form a car line on Washtenaw Ave and an Erie staff member will open the car doors to usher students into the building. Please do NOT open the car doors until you arrive at the spot where the adults are located in order to prevent children being harmed. All students enter through the old lobby doors and are greeted by an Erie staff member.

Please note that all drop off and pick up traffic should flow in front of the school building on Washtenaw Ave. only. Hirsch St. will be closed to traffic beginning at the alley just east of Washtenaw Ave in order to more safely direct traffic via Washtenaw Ave. only. In the afternoon at 2:30 PM cones are placed in front of the school on Washtenaw Ave. and all cars should be moved at that time. From 3:00-3:30pm barricades are placed on Hirsch St. in order to close traffic and direct all pickup traffic safely to Washtenaw Ave. only. On Wednesday, cones and barricades will be placed beginning at 12:40 PM.

Attendance Policy

We know that students with high attendance rates are more likely to succeed in academics during school and are more successful after leaving high school. All public schools in Illinois are required to contact and inform parents of a child's absence from school. Student attendance is recorded in an electronic system called Aspen, which is used throughout the Chicago Public Schools, including charter schools.

Excused Absences/Valid Absences

An absence is EXCUSED/VALID only if there is a WRITTEN LETTER SIGNED BY THE PARENT OR DOCTOR for one of the following reasons:

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

Unexcused Absence & Truancy

An UNEXCUSED absence means no valid reason (see list above) and no written letter has been provided. An unexcused absence constitutes truancy and may lead to intervention.

Vacations & Family Trips

Family vacations and non-essential trips should be taken only during the school breaks outlined in Erie's school calendar. Vacations taken during school days that will be considered unexcused and lead to chronic absenteeism interventions.

Chronic Absenteeism

Chronic absence is defined as any *excused or unexcused* absences for **10% of the total school days**. There are 176 school days at Erie, a student is considered chronically absent if they miss **18 days per school year**, or about **2 days per month**. It is critical that your child attend school EVERY DAY. We understand that illness and extenuating circumstances may arise, but every day a child is out of school, they are missing important instruction which can lead to less academic growth. Whether these absences are excused or unexcused, they all represent lost time in the classroom and a lost opportunity to learn. Research shows that chronic absences often lead to students being less likely to

read on grade level by 3rd grade, poor development academic skills and habits of work, lower grade level attainment, and a higher likelihood of dropping out of high school.

Notice of Chronic Absence

In order to ensure timely communication and to provide support to families as best as possible, chronic absence letters will be sent each month to families of students who are currently considered chronically absent (missing at least 10% of the school year). In the event of a chronic absenteeism, parents will meet with the school's administration to improve attendance.

Chronic Absence Intervention & Support

In order to support families who struggle with chronic absenteeism, Erie has created a Multi-Tiered System of Support (MTSS). A Student Intervention Team made of teachers, social workers, administration, and parent coordinator will meet with families to hold a problem-solving meeting in order to create a Student Success Plan. Interventions in this plan could include, but are not limited to assisting a family with connecting with other parents for transportation support, signing up for public resources programs like bus fair support, Medicaid, SNAP, STLS services, etc., increasing parent communication, ongoing family meetings w/social worker or leadership team, peer parent mentor program or family support network, mandatory weekly or bi-weekly attendance support parent meetings, home visits or intensive outreach to locate student and family and assess situation, or small group counseling to provide support for students whose anxiety, trauma, or mental health are negatively impacting attendance. Erie is committed to finding solutions in partnership with families to ensure that students are in school every day.

Chronic Absenteeism & Diverse Learners

If a Diverse Learner reaches the 10% chronic absence mark, a meeting will be held to review the impact absences are having on their academic and social-emotional progress and determine if further accommodations, modifications, or interventions are needed to support higher attendance rates.

Late Arrivals/Tardies

One way to show strong Habits of Work is to be on time and prepared. The first part of every student's day is a morning meeting, where students gather together as a classroom to build community, preview the day's objectives, and set the tone for the day. It is important for your child's academic and social growth to be in the classroom ready to start at the time instruction begins, at 8:00 AM. Students are tardy if they arrive AFTER 8:00 AM. **Any student arriving after 8:00am should enter through the main lobby with an adult to obtain a tardy pass.**

Excessive tardies will lead to a parent meeting in order to determine what tiered supports are needed in order to improve tardiness.

Health and Wellness Policy

Nutrition Guidelines for Breakfast and Lunch

ALL Erie Elementary Charter School students are provided healthy, nutritious meals at no charge including breakfast and lunch through the National School Breakfast and Lunch Programs. At the

start of each month, lunch menus will be posted in the cafeteria.

We are pleased to be partnering with **Gourmet Gorilla** who will be supplying freshly prepared and healthy meals for our school. Gourmet Gorilla makes every effort to incorporate locally sourced products into their meals. Meals are planned with student preferences in mind and follow the regulations of the National School Lunch and School Breakfast Program.

Healthy School Meals contain:

- Lean protein
- Whole grains
- Fresh Fruits or 100% Fruit Juice
- A variety of vegetables
- A choice of milk

Meals are calorie controlled, low in sodium, contain less than 10% saturated fat and 0g of trans fat. Please encourage your students to participate in both breakfast and lunch!

Home Packed Lunches

If parents would like to send their student with lunch from home, please read the guidelines outlined below carefully. Students are encouraged to bring their own water bottle that they may refill throughout the day.

Please Note: **Students do not have access to a microwave to reheat food. The front desk cannot accept or deliver any lunches to students after 8:30 AM.**

Prohibited food and drinks

The only allowable beverages from home are **water, milk, or 100% fruit juice.**

Snack food NOT allowed:

- Potato or Corn Chips
- Hot Chips or any snack with red dye
- Fast food
- Candy & Sugary treats

Drinks NOT allowed:

- Soda (diet, regular, or zero)
- Sports Drinks (gatorade, powerade, etc.)
- Energy drinks (Red Bull, Monster, etc.)
- Coffee or caffeine of any kind
- Sugary drinks (including non-caffeinated starbucks drinks, lemonade, capri sun, kool aid, etc)

Sports Drinks

Sports drinks contain extra calories that children don't need, and contribute to obesity and tooth decay. Children should drink water during and after exercise and drink 100% juice and low-fat milk with meals. Sports drinks are not recommended as beverages to have with meals. Sports drinks are only allowed during organized sport activities, not during gym or recess. Students should drink water only.

NO PEANUTS are allowed on-site at Erie at any time

Please note: Our Lunch staff and teachers monitor student lunches and will notify parents if any prohibited item is brought to school and request they are not brought again. Repeated breaches in our healthy food policy will lead to further



intervention.

Recommended foods to include in your child's lunch are below:

- Fruits: fresh, frozen, dried, canned, baked or pureed.
- Vegetables: fresh, frozen, or baked (think kale chips!)
- Lean protein: baked chicken, deli meats, hard boiled eggs, and beans
- Low-fat dairy: milk, cheese or yogurt
- Whole Grains: pita, sandwich bread, tortillas, wraps, and pastas
- Hydration: water, 100% juice

Parent-Provided Treats & Birthday Celebrations

We aim to follow the CPS healthy schools policy that classroom celebrations should focus on fun activities, not on food. However, parents are still welcome to provide food and beverages for events and should follow the healthy food and drink guidelines as closely as possible for any classroom parties or field trips.

Families can bring **one unhealthy snack per school year** to celebrate a student's birthday. Any food that will be shared with other students must be store-bought with an ingredients label, wrapped, and **peanut-free**. **Cupcakes, chips, candy and other unhealthy foods may not be distributed at lunch time.**

Families are encouraged to bring healthy alternatives such as:

- Fruit cake
- Fruit
- Yogurt
- Frozen banana pops
- Yogurt popsicles
- Fruit and yogurt parfaits
- suga- free cookies
- peanut-free brownies

Families are also encouraged to bring other academic alternatives such as erasers, pencils, stickers, etc.

Recess

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

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

In the wintertime, the school will check the weather daily to deem it appropriate for students to go outside. **Students will go outside if it is 20 degrees Fahrenheit or higher.** During the cold months, please be sure that your child comes to school dressed appropriately for the weather, including gloves, scarves, heavy coats, sweaters, etc. Cold weather does not mean that students will not go outside.

Students will also go outside in light rain and snow. Please be sure your child is dressed appropriately with a light raincoat or windbreaker in the rainy months.

Field Trips

College and University Trips

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

City as a Classroom

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

Walking Field Trips

Our school understands the importance of getting to know our surroundings through exploration of our community. Throughout the year students will walk to various locations throughout the Humboldt Park community including, but not limited to Humboldt Park Lagoon, park and playgrounds, the library, and local businesses and organizations. We will ask parents to sign one walking trip permission slip for all walking field trips at the beginning of the year. **Teachers will notify parents via ClassDojo when their child or the class is going on a walking field trip at least 24 hours in advance.**

Service Learning Trips

Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers in the community and engages in reflection activities to deepen their understanding of what is being taught. Service-learning provides students with opportunities to develop civic engagement skills and strengthen connections with each other and their community. All Erie students will engage in service learning several times throughout the school year. Parents and guardians are encouraged to attend these trips.

Chaperones

There will be times when a classroom teacher will request chaperones for field trips. Chaperones must be over 21 years of age and a legal guardian or guardian-approved adult or immediate relative of the student (parent, grandparent, aunt, uncle, etc.) Specific expectations for chaperones will be outlined before the request is made. Parent/Guardian chaperones play an important role in supporting safety and logistics on field trips. Parents/Guardians should consider whether or not they can fulfill the expectations outlined before agreeing to chaperone. Teachers will send chaperone guidelines before their first field trip.

Promotion, Retention, Summer Bridge

Summer Bridge

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

Bridge program by the end of April of each school year. The Summer Bridge program is an additional four weeks of school in which students will engage in targeted intervention to support key skills and concepts in reading, math, and writing. The Summer Bridge program is not a consequence or punishment for lack of work completion or effort during the school year. It is an opportunity for extra support and extended learning for students who need it most.

The following criteria may be considered when recommending 2nd- 5th grade students as well as newcomers to the Bridge program:

- Student who are at least one grade level behind in reading, writing, and/or math
- Students who are chronically absent (17 or more absence, excused or unexcused)
- Students who score less than the 25th percentile on the NWEA reading and/or math assessment
- Newcomers who have attended less than 6 months and are developing language skills

Summer Bridge program notices will be sent out by mid April/May each school year in order to provide parents sufficient time to make summer plans. If you'd like to speak with your teacher before April about summer bridge recommendations, please feel free to contact them at any time.

Promotion & Retention Policy

Research shows that retaining children after grade 3 does not produce higher achievement or better academic outcomes for that child. Furthermore, retention should not be used as a consequence for lack of work completion or attendance, but based on the need to improve academic achievement/skills if appropriate.

Students at Erie will be promoted to the next grade level if they have made sufficient growth and/or possess the appropriate grade-level knowledge and skills. "Grade-level knowledge," means that the teacher, in consultation with the Principal and Assistant Principal, has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level, with or without support. The classroom teacher will use multiple measurements of academic performance and assessment scores including, but not limited to NWEA, ACCESS, ENIL or IRLA, and other classroom assessments. **In lieu of retention**, Erie will support student academic growth through our Multi-Tiered Systems of Support (MTSS) and Individualized Education Plan (IEPs).

K-2 Retention

Retention prior to grade 3 has been shown to have a potential positive impact on students' future academic outcomes. Retention may be recommended prior to third grade based on academic attainment and developmental alignment (not based on attendance or work completion). This decision is always made in collaboration with families, classroom teachers, school leaders, and student intervention team. The team will consider many factors including, but not limited to age, students in temporary living situations, socio-economic status, disability status, etc. and should always be a collaborative decision in partnership with the family.

Personal Learning Plan (PLP)

Erie will develop a Personal Learning Plan for any K-2 student who is retained that may include, as appropriate, in-school, after-school, year-round components and other interventions developed with the principal, counselor, teacher and families that target the student's assessed skills gaps.

Promotion of Students with Disabilities

Students with disabilities (including English Language Learners with a disability) receiving special education and related services under an Individual Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers. For standardized testing, students with disabilities must be provided the accommodations/modifications outlined on their IEP. The criteria used to determine promotion as described in this policy apply to students with disabilities unless the IEP modifies the promotion criteria in whole or in part. Promotion decisions that are based on standardized test scores can only be made if the student was afforded the accommodations/modifications that are delineated on the student's IEP.

IEPs are reviewed annually. The Office of Specialized Services mandates that during these annual reviews of IEPs that promotion decisions for students with disabilities are made in conformance with their IEPs and that the IEP contain full and complete information concerning the promotion criteria. Students receiving accommodations/modifications pursuant to a Section 504 plan may not have the promotion criteria described modified. For standardized testing, students on a 504 plan must be provided the accommodations/modifications outlined on their 504 plan. Promotion decisions that are based on standardized test scores can only be made if the student was afforded the accommodations/modifications as indicated on the 504 plan.

Promotion of English Language Learners (ELLs)

An ELL student may not be retained based on their English Language Proficiency level regardless of Bilingual Program Year. Erie will identify language support offerings to assist ELL students during the school year and, where possible, during the summer.

8th Grade Graduation Policy

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

1. Fulfillment of all academic requirements (see promotion and retention policy above)
2. Achieving a passing grade on the United States and Illinois Constitution Tests

Any student who meets ALL components of the criteria noted above will receive a diploma on graduation day. Any student who DOES NOT meet all applicable academic and attendance components of the criteria noted above will receive a diploma only upon satisfactory completion of the Summer Bridge Program.

Valedictorian and Salutatorian will be selected by the end of May. These distinctions will be awarded to the students who obtain the highest 8th grade cumulative grade point average based on Erie's standards-based grading conversion scale. Both the Valedictorian and Salutatorian will be recognized and address their peers at our 8th grade commencement ceremony as well as those students who earn High Honors.

School Uniforms

School uniforms diminish social and economic barriers between students and increase a sense of belonging and pride. Erie students have advocated in the past to adapt and change our uniform policy to be more inclusive, comfortable, and allow for personal expression. Erie Elementary School's uniform policy is aimed at achieving these results while preserving a student's right of

self-expression and options. We always welcome the voice of Erie students and have used their input to develop the updated policy below.

Students are expected to come to school dressed comfortably and ready to learn. This means clean, well groomed, and dressed appropriately for the weather. School shirts, sweaters and the gym uniform may be ordered directly through school. We will have uniform order forms at the main office to be filled out. Once the order is filled we will call you to obtain the payment over the phone. During the school year uniforms will be sold on Wednesday's from 1:10pm-3:30pm. It is mandatory for all students to be in uniform every day beginning the **first day of school**, including field trip days, unless otherwise noted by the teacher. Uniforms should be clean and free of holes and tears. A washer and dryer on-site at Erie is available in case of an emergency.

Tops and outerwear

- School Logo Shirts:
 - o K-5 burgundy polo shirt or t-shirt with the school logo *or* solid burgundy polo shirt
 - o 6-8 navy blue polo shirt or t-shirt with school logo *or* solid navy polo shirt
 - o K-8 gym shirt or spirit wear shirt with Erie logo on *Fridays only*
- Sweaters or Sweatshirts:
 - o burgundy, long sleeve, button-up sweater with school initials or sweater vest with school initials
 - o burgundy (K-5) or navy blue (6-8) sweatshirt with Erie logo
 - o gym sweatshirts with Erie logo
 - o Hoodies are not allowed
- Any outerwear or sweatshirts that do not align with the above guide must be left in lockers, backpacks, or classroom closet. They may be worn at recess or outdoor activities only.

Bottoms

- Pants should be made from a tan or navy blue colored khaki material only (spandex, stretch cotton, denim (jean), cargo and corduroys pants are not allowed).
- Pants should fit properly. (Overly baggy or tight pants are not allowed)
- Pants must be worn at waist level. Other clothing should not be visible under pants (ie. boxers or undergarments).
- Skirts and shorts must be knee-length or longer and no skin should be exposed above the mid-thigh.
- If a belt is necessary to wear pants properly, a solid color black or brown belt should be worn (No large distracting buckles, studs, rhinestones or designs are allowed).

Shoes

- Closed toed, comfortable shoes should be worn at all times.
- Shoe heels, platforms, or wedges should not be higher than 2 inches.
- Flip-flops, sandals, slides, stilettos, stacks, crocs, and house slippers are not permitted.
- Boots and heels are not permitted in the gym.

Physical Education Uniforms

- Students should wear royal blue gym shirts and shorts/pants with logos on the left side or solid color royal blue gym pants or shorts.
- Students must wear gym shoes on gym days.

Jewelry & Tattoos

- Students may wear jewelry at their own risk. The school is not liable for lost or broken jewelry.
- Small non-hooped earrings only are allowed for safety reasons.
- Students should avoid wearing earrings during gym class.
- Visible body piercings, tongue piercings, and tattoos are not allowed.

Head Coverings

- No hats, hoodies or other **full** head coverings are allowed inside the school building, except where mandated by legitimate religious requirements or on dress down theme days, when applicable.

**No clothing, jewelry, hairstyle or makeup that is determined by the school administration to be inappropriate or to distract from the learning process is permitted.*

Free Dress Days & Spirit Week

Occasionally, Erie will offer “Free Dress Days” and themed dress down days for Spirit Week to students. On these days students are allowed to come to school out of uniform following the theme and dress code below.

Free Dress Day Dress Code

Free Dress Day clothes must be appropriate for school with no violent or inappropriate sayings, logos, or pictures. Shirts should cover the shoulders and stomach (no spaghetti straps, strapless tops, or crop tops are allowed) on both male and female students. Pants should not be overly baggy or too tight and must always be pulled up to the waistline. Skirts or shorts must be at least to the knees with no skin exposed from the mid-thigh or higher. **Students will be allowed to have a Free Dress day on their Birthday.**

Uniform Policy Infractions

It is the responsibility of the parent/guardian to ensure their child is in uniform every day. Uniform infractions will result in a phone call home and Dojo message from your child's teacher in the morning with a request to bring the proper uniform to school, if possible. A uniform reminder notice indicating that the student was out of uniform and must return to school in proper uniform the following day will be sent home. Chronic uniform infractions will result in an intervention plan to provide support to families and ensure expectations can be reasonably met.

Student Privileges & Responsibilities

Take Home Books or Textbooks

Students will have an opportunity to take home classroom library books or textbooks for extended learning at home.

Take Home Book Policy *(created by Erie students)*

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

Lockers

Each 6th, 7th and 8th grade student will be assigned a locker and combination lock by the school. All valuables should be left in the locker at all times. The school is not responsible for items that go missing or misplaced. Sharing lockers is prohibited. Students should use the school assigned lock

only. Any misuse of the school locker, including sharing it after warning and defacing of the locker, will lead to loss of privilege. Book bags/backpacks/totes/purses are not to be used during the day, but left in the locker. Students should only carry books and materials that are needed.

The locker is school property, and the school reserves the right open any locker when reasonable suspicion occurs, which includes, but not limited to: drugs, weapons, theft, and gang related activity. Erie will send a locker agreement to each family during the first week of school. Families should sign it and return it within two school days.

Distractions at School

Items causing a distraction including, but not limited to, **cell phones**, candy, **SMART Watches**, **MP3 players**, **toys and other electronic devices** should **NOT** be brought to school. If such items are brought to school, they will be taken and returned to the student or, at times, to a parent/guardian. Students should not bring toys to school as there is always the potential for damage or loss for which the school is not responsible for. If students need a cell phone due to transportation, we ask that you inform the office and we ask that students keep silenced cell phones in their book bags during the school day. **Classroom teachers may also collect cell phones of all students each morning and return them at the end of the day.** (See technology policy)

Technology Policy & Guidelines

Classroom Devices

Erie will assign an electronic device to each student for use during the school day and on school grounds only. Students and staff will have access to all necessary software programs and the internet on these devices. Erie uses iPads and Chromebooks equipped with safety software to provide a safe, user-friendly environment for the students. Web browsing is monitored and a kids-safe browser is used to provide extra security that prevents students from opening websites considered unsafe.

Device use must be supervised by a teacher or staff member at all times. During this time, computer activities are monitored for inappropriate or irresponsible behavior. Such behavior can result in the loss of computer privileges.

Classroom electronic devices shall only be taken home in the case of emergency school closings leading to the need to switch to a remote learning model.

School Device Use Agreement

Parents will receive a School Device Agreement for each student they have enrolled in our School. This agreement serves three purposes: (1) to govern the usage of school-issued devices, (2) obtain consent to create a Google account, and (3) confirm acceptance of the School Acceptable Use Agreement. Please read this document and ask any questions you may have prior to signing the signature page.

Erie Device Loan Program

An Electronic Device may be be loaned to a student during emergency closures under the following conditions:

Responsible Digital Citizenship Policy Agreement.

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

You must return the equipment in person so that it can be inspected for any visible damage.

School Provided Email & Clever Accounts

Each Erie school student will be assigned a school email address and Clever account. These accounts are to be used only for school-related activities such as communication between project partners or teachers, for accessing Google Docs and assignments, and accessing classroom links and resources.

These accounts are school property and the school reserves the right to access any email or application account when reasonable suspicion occurs, which includes, but not limited to: inappropriate words and/or pictures, cyber-bullying, threats, and gang-related activity. Students will be held responsible for all content that is produced using the school email address account; therefore passwords should not be shared.

Personal Cellular Phones and Other Electronic Devices

Students are NOT allowed to bring electronic reading devices such as Kindles, Nooks, other E-Readers, and iPads or wireless headphones. If parents send students with any of these electronic devices it will be at their own risk. Erie Elementary is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school. These electronic devices are not permitted to connect to the Internet through a 3G, 4G, or other cellular service provider and should connect through the Erie guest wifi only for safety purposes. Other electronic devices, such as cellular phones, laptops, electronic gaming devices, or other information technology devices may be brought to school and should be kept turned off during the school day and kept in backpacks or lockers throughout the day, not on the student's person. **Cell phones will not be collected but will need to be turned off and kept in student's lockers**

- All communication between home and student during the school day and after school programs should be performed through the office telephone, not student-owned cellular devices or classroom phones.

All communication between home and student during the school day and after school programs should be performed through the office telephone, not student-owned cellular devices. If your child calls you on their personal cell phone, please **ask them to hang up and call from a school phone.**

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

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

Student Internet Safety Education

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

Medical & Enrollment Requirements

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

Medical Exam Requirements

Physical Exam

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

Dental Exam

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

Eye Exam

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

Immunization Requirements

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

- 4 or more doses
- The last dose qualifying as a booster and received on or after the 4th birthday
- Entering 6th grade

Inactivated Polio Virus (Polio Vaccine)

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

Measles, Mumps, Rubella (MMR)

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

Hepatitis B (3 doses required)

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

Varicella (Chicken Pox)

- Required for students entering preschool and kindergarten

Meningococcal

- Entering 6th grade

Covid 19 Vaccine (Coronavirus)

- The Covid 19 vaccination is **NOT currently required** in the state of Illinois, however, it is highly recommended that all school-aged children get vaccinated when they become available to each age group.

Administering Medication

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

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

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

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

Enrollment & Transfer Process

Returning students do not need to reapply each year. They will be automatically re-enroll each school year. The main office will send an intent to return form to families each Spring to begin to gather enrollment information. If you would like to transfer your child, please reach out to Monica Garcia in the enrollment office as soon as possible.

Sibling Enrollment

Incoming kindergarten siblings of current students must fill out an application to enroll for next year's class. Parents must inform the office by **December** of the current year to secure enrollment for the upcoming year. Your child must be 5 on or by September 1st of the school year in order to start school.

School Fees

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

General School Fee

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

8th Grade Activities & Graduation Fee

Each 8th grader at Erie is asked to pay a fee of \$230 to cover the cost of the cap & gown, diploma, autograph book and other memorabilia and graduation supplies. This fee also covers the cost of several unique events that each 8th grader is allowed to attend as a culmination of their experience at Erie including, a multi-campus college trip and camping trip and a graduation luncheon and celebration dance. A fee payment schedule will be provided to 8th grade families at the first 8th grade parent meeting. If there is an economic hardship or financial difficulty, please be sure to speak with the school administration.

Parent Involvement

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

Volunteer Opportunities

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

Parent Volunteer Opportunities

Parents are encouraged to become volunteers at Erie. Parents who regularly volunteer have the opportunity to be compensated with a discounted or waived school fee depending on the hours volunteered. Volunteer opportunities include:

- **Classroom Representatives/Ambassadors-** Classroom representatives are the main contact for classroom families and teachers.

- **Classroom volunteers (off site)-** Off site classroom volunteers are responsible for completing special projects as requested by Erie personnel
- **Classroom Volunteers (onsite)-** Classroom volunteers are responsible for supporting classroom activities, lunch/recess supervision
- **Field Trip Chaperones-** Chaperones are responsible for ensuring the safety of students while off campus while they engage in group activities.
- **Substitute Teacher-** Substitute teachers are responsible for supervising students in the absence of a lead teacher.

If interested in volunteering please complete the following survey [Parent Volunteers SY 24-25](#)

Parent Committee

The Parent Committee serves the students' best interests through supporting Erie's mission and vision, implementing our parent vision, creating programs, and assisting with activities which benefit the school's families and community. It is open to all Erie families and there are no costs to participate. The committee meets once each month and may hold additional meetings, in order to plan major programs and activities.

Parent Committee Vision Statement: "We strengthen communities by empowering families through education, networking and communication in order to transform lives." Stay connected to other Erie families throughout the school year by joining the Parent Facebook Group!

Erie Charter Parents: A community for families of Erie students.

www.facebook.com/groups/eriefamilies

Parent Communication & Digital Tools

SchoolMessenger

Erie uses SchoolMessenger to send robocalls and texts to families about important upcoming events and deadlines. At Parent orientation, parents will opt-in to this service and should keep Erie's number on their preferred list so that they receive important updates.

Parent Newsletter

Each week, Erie's parent coordinator will send a newsletter to families with important upcoming dates, events, and information. Please be sure to add Erie's email address to your preferred list so that messages do not get blocked or filtered from your inbox.

Class Dojo

Erie uses an app called Class Dojo as it's primary digital communication with parents and families. All families should receive a Class Dojo invite from their classroom teacher. Parents should login and check Class Dojo regularly and download the app if they use a smartphone. Families should stay connected by viewing the school story updates, classroom story updates, and by using the private messaging tool to reach out to their teacher, main office, or school leaders. A quick video on setting up Class Dojo can be viewed [here](#).

*Please note: **Erie staff should never contact parents or students from a personal cell phone, home phone, personal email account, or social media account** and families should not contact*

the personal email, cell phone, home phone, or social media of Erie staff. Please always call the school number, use Class Dojo, or email to communicate with Erie staff.

PowerSchool

PowerSchool is a Data Management and Learning Management System Erie instructional staff will use to track grades and attendance. Parents can use PowerSchool to check their child's progress toward grade level standards and daily attendance in real time. Grades will be updated weekly so that families can support growth and learning at home.

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

Updating Your Information

It is very important that parents and guardians notify the school **immediately** in the event of a change of physical address, email address, telephone numbers, and/or emergency contact update. Please reach out to the Main Office to update this information.

State Mandated Reporting

Any Erie employee that suspects or receives knowledge that a student may be an abused or neglected child shall immediately report or cause a report to be made to the Illinois Department of Children and Family Services on its Child Abuse Hotline (800-25-ABUSE). The Erie employee will follow directions given by DCFS and will file a written report within 48 hours. Any Erie employee who believes a student is in immediate danger or harm, will contact 911. The employee will also promptly notify the principal that a report has been submitted and follow all steps identified in the school mandated reporter policy.

If we, as state mandated reporters, fail to report suspected child abuse or neglect, we may be subject to a misdemeanor or subject to license suspension. We understand that the reporting of suspected child abuse or neglect is disruptive to the child and their home life. We will make every attempt to notify a parent prior to making a phone call to the Department of Child and Family Services, but are not required to do so by law. F

Discriminatory Harassment Policy

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

Discriminatory harassment may include any conduct that is severe or pervasive and based on someone's sex, age, race, religion, disability, national origin, military status, or other characteristic

protected by federal, state or local law, whether verbal, non-verbal or physical, where such conduct creates a hostile, intimidating or offensive environment, or unreasonably interferes with a student's learning environment. Examples include, without limitation, making racial or ethnic slurs, jokes or other negative remarks; physical aggression based on a protected characteristic; or threats, pictures, cartoons and other acts that are based on a protected characteristic.

Reporting Discriminatory Harassment

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

After School Programs

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

Boys and Girls Club: Ages 6+

1214 N Washtenaw

Contact: Jeremy Murphy

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

Flat Fee

BUILD Program: 5th-8th grade Erie students

Located at Erie

Contact: Kenisha Hoskins

Email: kenishahoskins@buildchicago.org Number: (773)484-9820

School year program: Free

Casa Central: All ages

1343 N California Ave

Contact: Destiny Morales

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

Subsidized

Erie Neighborhood House

1313 N Claremont Ave (Jose De Diego)

Contact: America Salgado

Email: asalgado@eriehouse.org; Number: [\(312\) 432-2283](tel:(312)432-2283)

School year program: Subsidized

To The Moon: K-4

Located at Erie

Contact: Frida Tinoco

Email: ftinoco@rinconfamilyservices.org; Number: (773) 350-6271

School year program: Free