



Working Together, Achieving Success

2020-2021 School Handbook

Principal: Dr. Katie Magnuson

Assistant Principal: Mr. Derrick Kimbrough

640 West Scott Street, Chicago, IL 60610

www.skinnernorth.org

773-534-8500 (phone)

773-534-8502 (fax)

Table of Contents

Welcome	1-7
Remote Learning Guide	
Required Forms	
Skinner North’s Mission	
CIWP Goals	
Our Pillars	
Diversity, Equity and Inclusion	
School-wide SEL Themes	
Academic Programs	
Specials Classes	
Diverse Learner Supports	
Counseling	
School Logistics	7-9
School Hours	
Attendance	
Student Fees & Field Trips	
School Message/News	
Teacher/Staff Contacts	
Grading Expectations	9-12
Grading Scale	
Categories & Weights by Grade Level Teams	
Parent Portal	
Late Policies	
Important Policies	12-20
Parent Volunteers & Visitor’s Policy	
Health Requirements	
Dress Code	
Lost & Found	
Code of Conduct & Anti-Bullying Policy	
CPS Transportation	
Drop Off and Pick Up Times	
Cell Phones and Electronics	
Parent/Teacher Communication	
Breakfast & Lunch	
Birthday, Holiday, & Food Policies	
Responsive Classroom	

Welcome

Dear Skinner North Students, Parents and Families,

We are excited to welcome you to the 2020-2021 school year. It is definitely a unique one as we are starting with remote learning. This will be a year of flexibility and a year of modeling this for our students. We will need to think continuously about how we are showing compassion and understanding to one another.

Our theme for this year is #whatisyourimpact. We want to encourage students to think about how they can positively impact their own learning, classroom, community, and the world. We look forward to working with them on this. Check out our staff video at:

This handbook is designed to provide details about the upcoming school year. Our goal is to clarify school expectations, supports, and course offerings. As always, please feel free to reach out to us with any questions, comments, or concerns.

Sincerely,

Katie Magnuson & Derrick Kimbrough

Remote Learning Guide

Find district supports for remote learning at: <https://www.cps.edu/school-reopening-2020/remote-learning-guide/> or go to our remote learning website <http://www.skinnernorth.org/remote-learning-2020-2021.html>.

Required Forms – There are a number of required forms for the school year. Please see https://www.cps.edu/globalassets/cps-pages/services-and-supports/health-and-wellness/student_health_school_forms_booklet_english_2020-2021.pdf for the booklet containing these forms.

Skinner North's Mission

The mission of Skinner North Classical School is to provide rigorous, differentiated instruction to all students. With a focus on teaching the whole child in an academically advanced environment, we work to establish norms of highly successful and socially motivated individuals in a community that promotes collaboration, leadership, and celebrates the diversity of the students, families, and staff.

CIWP Goals

Our Continuous Improvement Work Plan is a two-year plan that created by a team of staff and parents and also informed with student input. We have three main priorities around curriculum, assessment and relational trust. Ensuring equity for our students is overarching for all of our priorities. Read below for further details.

Priority 1 -Curriculum	
If we do...	provide literacy professional development for our staff to design and implement rigorous research based curriculum that emphasizes culturally responsive texts and themes which promote an equitable approach to student learning
Then we see...	teachers will have the tools and on-going support to develop their instructional delivery which will engage students and increase student agency as well as strengthen teaching practices by incorporating culturally relevant pedagogy that supports all learners
which leads to...	increase student performance on internal assessments as measured by on track metrics and increase student attainment levels for 3rd- 8th grade African American and Free and Reduced Lunch eligible students in relation to normative data to 70% of all k-8 students meeting their growth targets on NWEA across quartiles of attainment (specifically attending to our sub groups of African American and Free and Reduced Lunch eligible students).
Priority 2 - Assessment	
If we do...	create a universal assessment analysis protocol and system that regularly monitors student learning progress - focused on classroom assessments that are aligned to Common Core State Standards (CCSS)
Then we see...	teachers can collaborate effectively to progress monitor student performance across grade level bands and identify trend analysis to shift instruction in response to the assessment data
which leads to...	Increase the percent of 3-8th grade students meeting NWEA growth goals in reading from 69.4% to 73% and from 62.87% to 67% (total number of students) in math with specific increases in reading for African American students to 66% and students on free and reduced lunch to 71% and in math for Latinx students to 75% and African American students to 68%.
Priority 3 - Relational Trust	

If we do...	Analyze and evaluate our Tier 1 and Tier 2 Social Emotional Learning programming and seek additional staff wide training in restorative practices and other positive discipline strategies emphasizing the building of positive and trusting relationships in our community
Then we see...	We will be able to determine which systems are working and adopt a system that aligns with the evidence and data collection processes put into place. This will give teachers additional tools to build positive trusting relationships with students, and students will be able to establish positive trusting relationships with all school stakeholders
which leads to...	Improved student connection to their school, staff, teachers and peers, and will be reflected in the 5 Essential Survey Data (specifically supportive environment will increase from 57 to 65 with specific improvement of student-teacher trust from 53 to 60 and academic personalism from 37 to 45)and on other SEL surveys given.

Our Pillars

These are the goals we have for students and ways to demonstrate these qualities in remote learning.

- **Be curious.**
 - Engage in your learning and seek out growth opportunities.
- **Be proactive.**
 - Show up to sessions on time.
 - Mute your microphone when in larger classroom setting unless called on to speak.
- **Be perseverant.**
 - Challenge yourself to work through hard problems or situations. Flexibility is needed.
- **Be collaborative.**
 - We strongly suggest cameras remain on for the duration of class to aid this. We can support students in learning how to use varied backgrounds and/or provided social-emotional support if feeling anxious about having cameras on.
- **Be compassionate.**
 - These are unusual times. We need to give ourselves, classmates and teachers some grace.
- **Have integrity.**
 - It is your learning. Take advantage of the opportunities and do your best work.
 - Chats should be on-topic to the lesson.

Diversity Equity and Inclusion

Our overarching goal is to creating a welcoming and equitable community. We want every student to feel heard and perspective valued. Throughout the year, we will be supporting work. Our DEI plan will be unveiled shortly after the beginning the year when feedback session are complete.

School-wide SEL Themes

Month	Theme (Standard)	Description
September	Building School Community (CASEL – Relationship Skills)	All stakeholders working together to build a safe and trusting environment that supports academic and social emotional growth.
October	Diversity and Acceptance (CASEL – Social Awareness)	Understanding that each individual is unique and recognizing our individual differences as assets.
November	Empathy (CASEL – Social Awareness)	The ability to understand and share the feelings of another.
December	Perseverance (CASEL – Self-Management)	The continued effort to do or achieve something despite difficulties, failure of opposition.
January	Growth Mindset (CASEL – Self-Awareness)	The belief in your capacity to learn and grow.
February	Using Your Voice (CASEL – Social Awareness)	When one’s opinion, ideas or point of view is heard, understood and has an impact; bring about positive change.
March	Problem Solving (CASEL – Problem Solving)	Developing skills to support learning positive relationships and self-efficacy.
April	Mindfulness (CASEL – Self-Awareness)	Purposely brining one’s attention and awareness to the present moment while calmly acknowledging and accepting one’s feelings, thoughts and bodily sensations.
May	Positive Self-Concept (CASEL – Self Awareness)	The ability to understand the importance of each unique identity and strengths we all bring as individuals.
June	Service Learning (CASEL – Relationship Skills)	A commitment to working with others to make our community and the world a better place.

Academic Programs

Kindergarten to 3rd Grade

Math	Skinner North uses the <i>Everyday Math</i> Curriculum, which emphasizes the application of mathematics in real world situations. Students are instructed using a workshop model approach, which consists of a warm-up, mini-lesson, centers (independent practice, work with teacher and math games), and closing.
Science	Teachers use the Next Generation Science Standards, the CPS Science Instructional Framework, which includes STC and the FOSS Curriculum, a research-based curriculum created by Lawrence Hall of Science at UC- Berkeley. The instruction is inquiry-based with students using science notebooks. Classrooms have access to a science lab setting where they will learn to work in a lab setting.
Reading	Skinner North using the Common Core standards to guide literacy instruction. Teachers use a workshop model approach that consists of a warm-up, mini-lesson, centers and wrap up. This is further enhanced by the <i>Daily 5</i> literacy approach, guided reading groups, and book clubs.
Writing	Teachers use the <i>Units of Study in Opinion, Information and Narrative Writing</i> , created by Lucy Calkins. This curriculum uses workshop model and is fully aligned to the Common Core Standards.
Social Studies	The teachers of Skinner North generate standards-based curriculum aligned to the Illinois Social Studies standards. This Framework focuses on inquiry based learning and higher order thinking skills along with content and literacies in the social sciences, global connections, civic connections, and economic connections.

4th – 8th Grade

Math	Skinner North uses the Everyday Math Curriculum (grade 4) and Illustrative Math (grades 5, 6, & 7), as well as an the Illustrative Math Algebra program (grade 8) which emphasize the application and discussion of mathematics in real world situations to build deep conceptual understanding. The teachers instruct students using a wide range of pedagogical strategies.
Science	Student instruction is based on the Next Generation Science Standards, the CPS Science Instructional Framework and Next Generation Science standards and the teachers will utilize FoSS (4&5) and the <i>SEPUP</i> text (6-8th) <i>SEPUP</i> is, an issue-oriented science text. Every unit uses personal and societal issues to provide thematic continuity for student investigations and observation. In addition, science instruction will be inquiry-based in a lab setting with science notebooks.
Reading	Literacy instruction is aligned to the Common Core State Standards for ELA at a grade level above and incorporates guided reading, groups, book clubs and novel studies to

	further enhance student learning. Teachers utilize the Perspectives curriculum to support student learning.
Writing	Teachers uses units of study of argument, opinion, information and narrative writing. This curriculum uses workshop model and is fully aligned to the Common Core Standards.
Social Studies	The teachers of Skinner North generate standards-based curriculum aligned to the Illinois State Standards for Social Studies. This Framework focuses on inquiry based learning and higher order thinking skills along with content and literacies in the social sciences, global connections, geography, civic connections, and economic connections. Teachers utilize the MyWorld Interactive History curriculum to support this.

Specials Classes

We have art, music, Physical education and Spanish as our electives. Based on the need to potentially transition to a hybrid model after the first semester and feedback we heard in the spring regarding specials, we had to adjust our specials schedule. Students will have one specials class daily for either 5 weeks or a quarter. Specials classes will comprise of 30 minutes of synchronous time and 30 minutes of asynchronous time. After those time periods, they will transition to another specials class. Classroom teachers will share your child’s specials schedule with you.

Teachers/Staff Contacts – View our staff contacts and staff directory at <http://www.skinnernorth.org/teacher-contacts.html>.

Diverse Learner Supports – Find out more information around special education support and services at <https://www.cps.edu/services-and-supports/special-education/>. Ms. Ritchey is our a case manager who supports and coordinates IEP and 504s. Please reach out to her at dsritche@cps.edu with questions regarding special education and other diverse learner supports.

Counseling – We have a large focus on social-emotional learning for our students. Ms. Jacobson (jtjacobson@cps.edu) is our school counselor. She supports students in various ways including whole group lessons, small group and individual supports. If you feel your student needs SEL supports, please reach out to her.

School Logistics

School Hours

The school day starts at exactly **8:30AM**. Every class will start with a morning meeting or advisory session. Teachers will take attendance during this time. Students will be able to access their virtual learning sessions via Google Classroom. They will utilize their CPS emails to access. To access to to cps.edu/portal. You can call the school if having issues accessing or find more information at http://www.skinnernorth.org/uploads/4/1/0/1/41014239/cps_login_fact_sheet.pdf.

Our school day ends at **3:30 PM**.

Early Dismissals (For in person instruction)

SN's goal is to improve in all areas including overall student attendance. If a student falls under the required instructional minutes due to an early dismissals or a late arrival (tardy), the student can be marked with a half day absence. Please note that recess and lunch are not part of student's instructional minutes.

To ensure the safety of all students, early dismissals will not be permitted after **3:00PM**. While we know that emergencies arise and plans change at the last minute, early dismissals after this time create a challenge for the front office staff to properly notify teachers and students in a timely manner.

Bus and private transportation students under the supervision of the ESP assistants. Dismissal for bus and private transportation students is at 3:15 p.m.

Attendance

All absences will be considered unexcused until written documentation is provided. Please send in a signed note any time your child is absent from school, these are needed for us to excuse an absence. Absences will be excused according to the CPS Attendance Policy. According to CPS policy, the reasons for an excused absence are: (i) illness; (ii) observance of a religious holiday; (iii) death in the immediate family; (iv) family emergency with explanation; (v) circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the principal, principal's designee, or other Board officials, on a case-by-case basis); and (vi) other situations beyond the control of the student as determined by the principal, or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendance difficulties. (Students who may be homeless should be referred to the Homeless Education Department of the Office of Specialized Services for additional assistance.) Absences are unexcused if no reason is provided and if the state/district criteria are not met.

Excessive absences may affect your child's growth and progress. Much of our learning is center- and workshop-based, making it difficult to "make-up" missed work. Students will have one day per day absent to make up assignments before they are penalized as late.

Students are expected to participate in remote learning and this learning mirrors a school day.

Attendance is calculated as number of instructional minutes a student receives. A full day of attendance results when a student receives 300 or more instructional minutes. A half day of attendance results when instructional minutes fall below 300. A full day of absence results when a student's instructional minutes fall below 150. For remote learning, a half day equals less than 100%, more than 50% of synchronous minute requirements for the grade band. An absence is less than 50% of the synchronous minute requirements for the grade band.

During remote learning, attendance will be taken daily. Students are expected to have their cameras on; however, they will be marked present if they are logged into the Google Meet session. If a student is

logged into Google Classroom but is not present in Google Meet during synchronous learning the student will be marked absent.

Please note that the robo- or automated call is programmed to notify student absences everyday at the scheduled time. If students are not participating in synchronous learning, after attendance is recorded in the AM , the system will generate the unexcused absence and will call automatically as scheduled.

To excuse an absence a call to the school or a **signed** excusal note that is mailed/faxed to the school is allowable. (We cannot accept electronic signatures.)

Student Fees

Student Fees are \$100 per year and due in September. This year these fee are optional and waivers are available. We will not be taking field trip fees at this time. The following explains how the student fees are allocated: Instructional Materials (Art, Gym, Music, Spanish, Computer Lab, Science Lab Materials) - \$50, Reading, Math, Science, Social Studies disposable workbooks and books - \$30, subscriptions and licenses (tech, online, or paper based) - \$25, End of Year Celebration (events, trips, and/or admissions) - \$10. These fees were approved by the LSC in July of 2018. (go to <http://www.skinnernorth.org/student-fees-2018-2019.html> for more information)

School Messages/News

In case an emergency school closure should occur, families will be notified through e-mails and a robo-call. If you do not currently get emails and newsletters please be sure to update your contact information in the main office or by emailing Katie (kmagnuson@cps.edu) or Derrick (dkimbrough@cps.edu).

Grading Expectations

Skinner North's Grading Scale & Homework Expectations

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

As a part of the Chicago Teachers Union Contract, teachers have autonomy over grading policies and procedures. Below is a listing of the grading weights assigned to categories that teacher teams determine would best meet the needs of our students. Each category accounts for a fixed percentage of the student's total grade.

Kindergarten teachers utilize a different grading scale, which is as follows:

4 = Exemplary 3 = Proficient 2 = Developing 1 = Beginning / = Not Assessed

1st Grade	2nd Grade
------------------	------------------

Participation	10%	Participation	20%
Tests	30%	Assignments/Projects	50%
In Class Assignments	40%	Assessments	30%
Projects	20%		
3rd Grade		4th Grade Literacy/Social Studies	
Participation	25%	Assessments and Projects	40%
Projects/Assessments	40%	In Class Assignments	35%
Assessments	35%	Participation	25%
		4th Grade Math/Science	
		Formative	20%
		Summative	40%
		Class Assignment/Participation	40%

5th/6th Grade		7th/8th Grade	
Formative Assessments (Participation, Homework, Classwork, Exit Ticket, etc.)	40%	Formative (Participation, Homework, Classwork, Exit Slips)	70%
Summative Assessments (Quizzes, Tests, Projects)	60%	Summative Assessments (Quizzes, Test, Projects, Performance Tasks)	30%

Specials Classes (Art, Music, Physical Education, and Spanish)	
Skill Demonstration	50%
Assignments	40%
Quizzes	10%

Through the Chicago Public Schools’ Parent Portal website, <https://parent.cps.k12.il.us>, parents are able to view their child’s grades throughout each academic quarter. To receive login information, please contact the main office. We highly recommend you make use of this tool.

During remote learning, homework will not be a focus for classrooms.

Teachers will regularly update Parent Portal, which will provide parents with an up to date review of their child’s progress. Regular check-ins through portal will benefit both the parent and the teacher, thus eliminating requests for grade changes at the end of the quarter.

As you child moves up from one grade level to another, he/she becomes more of an advocate for their education. This means, they become an important and immediate point of contact with regards to their progress. Always feel free to ask your child or their teacher about their learning.

Late Policy

We understand that situations occur that may cause a child to turn in assignments late and we work to be flexible while supporting student executive functioning skills in this regard. During remote learning students will have 1-2 weeks to turn in late assignments. If there are concerns, teachers will work with families on this and will share specific details with families relating to their grade level/classroom.

Important Policies

Parent Volunteers & Visitor's Policy (TBD upon return to in person instruction)

During hybrid learning, we are not able to host in person volunteers.

At Skinner North, we encourage and appreciate parent support. Parents are invited to volunteer and coordinate participation in the classrooms with teachers, and to accompany children on field trips. Per CPS policy, all individuals who wish to volunteer must complete the volunteer approval process prior to be allowed to volunteer. Gloria Morales (gqmorales@cps.edu) is our Volunteer Coordinator and can assist with any questions. To sign up to be a volunteer, you can go to http://cpsparentu.org/apps/pages/index.jsp?uREC_ID=319488&type=d.

All visitors must report immediately to the main office upon arrival to sign-in and obtain a Visitor's Pass. The Visitor's Pass must be worn and visible at all times and visitors must check-out upon departure. If you want to set-up a conference with a teacher, please schedule an appointment ahead of time. As teachers are focused on our getting ready for students before school and focused on students during the school day, visitors should not go to classrooms or search out teacher before or during the school day without a scheduled meeting or checking in with the office to make sure it is okay.

Visitors should keep in mind that we want to avoid any disruption to the educational process and protect the safety and welfare of the students and staff. Therefore, visitors should adhere to the same code of conduct as the students and staff. The administration reserves the right to revoke a visitor's privilege if the policy is violated.

Health Requirements

Research shows that healthy students have better attendance and perform better in school, academically. Children must have proof of required immunizations and health exams before October 15th, or they will face exclusion from school. (We will update everyone via email if this date changes.) Please remember that a healthy child is a healthy learner.

Physical examination requirements

All students must have a physical examination within one year of:

- entering schools in the State of Illinois for the first time, at any grade level
- entering kindergarten or 1st grade, 6th grade, and 9th grade (ages 5, 10, 15 for ungraded programs)
- entering preschool, up to age 6 (physical exam and lead screenings)

Immunization requirements

- Diphtheria, Pertussis (Whooping Cough), Tetanus (DTP/Td)
- Inactivated Polio
- Measles
- Rubella
- Mumps
- Hepatitis B
- Varicella (Chicken Pox)
- Haemophilus Influenza, Type B (HIB)

Dental requirement

All students in Kindergarten, 2nd, and 6th grade must have a dental exam completed by a licensed dentist prior to May 15th of the current school year.

If you want more details about the immunization requirements, or if you have questions, first call your local school nurse or the Office of Coordinated School Health (773) 553-1830.

Dress Code

There is no formal uniform for Skinner North. Please dress your children appropriately for the weather and for a school environment. Clothing of appropriate length are permitted. Please do not send your child to school with distracting jewelry, noisy watches, or toys. Be aware that students may remove accessories during the day, which puts them at risk for being lost and/or damaged, therefore it can be helpful to label jackets and other items. During in person instruction, students have recess daily and may have Physical Education class, please make sure they have closed toe shoes to wear.

Lost & Found (Applies during in person instruction. May change based on guidance from CPS and CDPH, or IDPH)

Skinner North has a lost and found for clothing available outside the cafeteria. Please note that the lost and found items are donated quarterly after the last day of the quarter (Nov. 1, Feb. 1, April 5 and June 19). There is a lost and found for lunch boxes and water bottles in the cafeteria. This lost and found will be cleared the last day before each extended break (Thanksgiving, Winter, Spring, Summer). (We encouraging you to label clothing, lunch boxes, water bottles, etc. with student name as it has a higher chance of getting returned.

Student Code of Conduct & Bullying Policies

A safe and civil school environment is necessary for student learning and achievement. We follow the CPS Code of Student Conduct, which emphasizes a restorative approach to discipline, meaning we seek to resolve behavioral incidents by teaching students social and emotional skills, shaping positive behavior, and repairing harm done. Each family receives a copy of the SCC and it is also available at <http://cps.edu/Pages/StudentCodeofConduct.aspx>. The SCC sets forth the expected behaviors for students and a transparent process for administrators to redirect inappropriate behavior. Parents are expected to review the SCC with their children, and

encourage their children to conduct themselves appropriately at all times. Students are also expected to [sign the SCC receipt](#) and exhibit appropriate behavior by following all school rules and Board policies.

The Student Code of Conduct (SCC) supports school leaders in restorative and equitable disciplinary practices that address root causes of behaviors, maximize learning time, and promote social & emotional learning. CPS believes that discipline practices should support students in understanding the impact of their actions, taking responsibility for choices, and resolving conflict or repairing harm. Disciplinary processes should consider the needs of all stakeholders involved and contribute to a safe, supportive learning environment for all students. Adults help students hold themselves accountable by both setting high expectations and providing high levels of support.

Anti-Bullying Policy

CPS is committed to ensuring all students have access to a safe, supportive learning environment free from bullying and harassment. See section for of the Student Code of Conduct for more information and below for a few updates to the policy. The anti-bullying policy can be found at <https://policy.cps.edu/download.aspx?ID=264> or at https://www.cps.edu/globalassets/cps-pages/about/policies/student-code-of-conduct-policy/section-4_anti-bullying-policy.pdf. These includes a form to report bullying. We take bullying very seriously and a report of bullying will trigger an investigation and parents of involved students will be notified of the start of the investigation and outcomes.

CPS Transportation ((Applies during in person instruction. May change based on guidance from CPS and CDPH, or IDPH)

It is important to communicate your student's weekly afternoon bus schedule. Please email that to Majahbeen Syed (mysed13@cps.edu). If we do not receive a weekly schedule, we will assume your child will be taking the bus after school every day.

The bus schedules will be updated weekly so you will need to know on Monday what your child's bus schedule will be for the week. For students in grades K-3, we will update schedules with any emergency changes. For students in grades 4-8, it is expected that you will communicate with your child if there is a change in their normal schedule before the school day begins.

If there is a last minute emergency change in the schedule for a 4th-8th grader, you will need to communicate that with your child. You can call the office and we can have your child called down to talk. Emailing teachers with changes will not be useful as 4th-8th grade students each have multiple teachers during the day, so it will not be possible to rely on them to communicate a change with students.

Students will meet in the auditorium to wait with their route for their bus. Please keep in mind we do check off students in grade K-3 boarding the bus, but do not be check off students in grades 4-8 as they board the bus as they are responsible for knowing their schedule. It will be important for parents to communicate this with their child.

For grades K-3, any changes to your child's schedule please contact:
Majahbeen Syed (msyed13@cps.edu).

Drop Off and Pick Up Times

This section will be updated upon return to in person instruction.

Cell Phone and Electronics

This section will be updated upon return to in person instruction.

We want to make sure every student had a device and/or access if needed to connect during remote learning. Reach out to Mr. Kimbrough (dkimbrough@cps.edu) if a device is needed. Mr. Santillan (rsantillan@cps.edu) is our technology coordinator and can assist with questions regarding login and Parent Portal or call CPS Parent Technical Support (773) 417-1060.

You can also get more information from the district at <https://www.cps.edu/school-reopening-2020/remote-learning-guide/preparing-for-school/technology-internet-and-cps-account/>.

We are using Google Suite as our district-wide platform. Helpful tutorials for Google based tools are located at the following link:

https://docs.google.com/spreadsheets/d/1_S9A45vTRArvGC7OUwfCzEwRgNRUypjLNIX9vO8_MOs/htmlview?urp=gmail_link&gxids=7628&pru=AAABdDYR4r4*hnMIvhWuUqY6PkzX9BvXLw#gid=0

Teacher/Parent Communication

In order to keep the lines of communications consistent and open, parents should expect the following:

*The transition to remote teaching is a big undertaking and teachers are working hard to learn, innovate and plan instruction. We ask for reciprocal patience and flexibility in communication. Teachers are focused on students during instructional times and may only be able to respond to emails during their preparation periods. If you do not hear back from them after 48 hours, please feel free to call the school. Teacher websites, Google Classroom and weekly updates are great ways to find important information as well.

- Administration will send monthly newsletters and may email and/or robocalls updates as needed so families receive relevant information. If you do not receive our emails, reach out to Katie (kmagnuson@cps.edu) to be added to our list.
- Visit our website: <http://www.skinnernorth.org/latest-news> to see emails sent.
- Visit our remote learning website <http://www.skinnernorth.org/remote-learning-2020-2021.html> to find our important remote learning information and links to class specific information. (This site will be fully updated by 9/8/20.)
- Staff will be available in the school's office from 8:30-3:30, you can call with questions. The number is 773-534-8500.
- Teachers and administration will work to respond to emails within a 48 hour time period. This time period does not include weekends.
- All classrooms will have a class website and send weekly updates.
- Staff contacts are available at <http://www.skinnernorth.org/teacher-contacts.html> and on the remote learning page.

Special note: We also acknowledge many parents are a part of unofficial Facebook groups with other parents. These can be a helpful means to stay in touch, plan events and connect. Please use these as a positive and productive space. We strongly recommend reaching out directly to administration or teachers if you have a question or concern.

Breakfast & Lunch

Will be update upon return to in person instruction.

Birthday, Holiday & Food Policies

Student birthdays will be observed in a non-traditional way at Skinner North: without food. The decision to acknowledge birthdays without cakes, ice cream, pizzas, juice, and/or other “treats” has been made to accommodate students who have severe food-related allergies, students who do not celebrate holidays, and students who have an adverse reaction to sugar consumption (which may affect classroom focus and performance in the afternoon).

Your child will be honored, in class, in other ways on his/her birthday, which may include: choosing a present from the teacher, receiving a handmade birthday poster or card from the class, receiving compliments in a compliment circle or taking home a jar of compliments, dancing to a special song, choosing a book to read to the class or for the teacher to read aloud, creating a birthday story with his/her classmates, sitting in a special chair, acting as a helper, bringing in a show-and-tell item, choosing a favorite game or computer activity for the class to enjoy, or other ways! We feel that the children will respond positively to the extra attention, as the focus is on them and not on a treat!

If you would like to bring something in for your child's special day, here are a few non-food options that the children may enjoy: individual pencils, stickers, books, or art supplies; an art project we can make, a song we can sing, music we can dance to, a game we can play, etc. Please communicate with your child's teacher at least one week in advance so that he/she may plan accordingly. If you choose to distribute birthday party invitations to your child's classmates, please send enough invitations for the entire class. Too often, invitations are sent to school only for a select few. It is too heartbreaking for those not invited.

If sending invitations to school with your child, make sure that he/she gives the invitations to the teacher and not to the children directly. If you cannot send invitations for everyone, please make arrangements to pass out invitations outside of school.

Likewise, our current holiday policy states that classrooms are urged to study and learn about various holidays throughout the year. No formal celebrations will be conducted in the classroom. Our school wide no-food-out-of-the-cafeteria policy also applies to this situation. We encourage parents and family members to contact teachers and volunteer to come into the classrooms and share their experiences from the holidays as well.

Skinner North Food Safety and Inclusive Protocols (Some information only applies to in person events)

We are an allergen aware school and ask that you support the safety for all students that attend Skinner North. Due to severe food allergies, we have safety protocols in place to lessen the chance of a food related allergic reaction to occur. We ask that all students sanitize their hands before all meals/snacks and use a hand wipe before exiting the cafeteria after breakfast, lunch, Kindergarten/1st grade snacks, and after school snacks/meal.

The following information is provided to any planners (Skinner North teachers, staff, Friends of Skinner North, J@School and any parent arranging school events). This section has been created to aid in the implementation of CPS policies, school rules and individual 504 plan provisions at various types of school and FoSN events for students (during school hours, after school hours, on or off the Skinner North campus). Skinner North is permitted to have two celebrations with food each year, *per CPS policy 407.3*, which are International Night and June Jamboree at this time.

School-Wide Events ON School Grounds - This type of event includes any event on school grounds in which all or a large segment of the student body is invited, whether parents are present or not. Events may be held during school hours, before school, after school, or in the evenings. Student individual 504 plans must be followed at all times.

1. Food may never be the focus of an event. *CPS policy 704.8 IV.C and CPS Food Allergy Guidelines pp. 13-4*
2. Food may be provided at on-site school events through the school dining center, currently managed by Aramark. *CPS Food Allergy Guidelines pp. 13-4.*
3. Any student with a 504 plan must be provided a nutritionally comparable allergen-safe version of **each** food being served at the event. “Nutritionally comparable” means the food has approximately the same amount of calories, fat, protein, and/or sugar as the original food, and is as close as possible to the original item served. For example, if pizza is served, dairy-free pizza or gluten-free pizza might be served. *CPS Food Allergy Guidelines pp. 13-4.*
4. Paying for food, arranging for food, or the consumption of food at a school event legally constitutes the provision of food, whether the food is available for free or purchase, onsite or offsite. *CPS Food Allergy Guidelines pp. 13-4.*

5. Per CPS policy, no homemade food can be distributed at school events. For picnics, families may bring and consume their own food, but this food cannot be distributed or shared between families or students. *CPS Food Allergy Guidelines pp. 13-4.*
6. All food served must be labeled with ingredients, including cross contamination risks when possible, in the original packaging and **supplied by the dining center**. *CPS Food Allergy Guidelines pp. 13-4.*
7. Food may not contain nuts per school “no nut” policy.
8. Food may only be served in the cafeteria, parent room, teacher lounge, and gym (during breakfast hours) per school food policy.
9. Some student 504 plans require two-week notification of food to be served prior to any event. This includes what foods to be served, the provider of the food, and the ingredients and cross-contamination risks for each food. Please provide this information two weeks before any event to the school counselor.
10. School policies and individual 504 plan accommodations for hand cleaning must be followed. Students with food allergies must be offered hand wipes **before** eating. All students and parents must wipe hands **after** eating. Hand sanitizer is not an allowable substitute. *CPS Food Allergy Guidelines pp. 13*
11. School policies for table cleaning and sanitation must be followed if janitorial staff is not on hand. This includes using approved CPS spray cleaner and disposable cloths. *CPS Food Allergy Guidelines pp. 13*

School-Wide Events OFF School Grounds - This type of event includes any event not at the school that invites all or a segment of the student body whether parents are present or not. Events may be held during school hours, before school, after school, or in the evenings. Student individual 504 plans must be followed at all times (An example of this is the 8th grade graduation luncheon).

1. Food may never be the focus of an event. *CPS policy 704.8 IV.C and CPS Food Allergy Guidelines pp. 13-4*
2. Any student with a 504 plan must be provided a nutritionally comparable allergen-free version of **each** food being served at the event. “Nutritionally comparable” means the food has approximately the same amount of calories, fat, protein, and/or sugar as the original food, and is as close as possible to the original item served. For example, if pizza is served, dairy-free pizza or gluten-free pizza might be served. *CPS Food Allergy Guidelines pp. 13-4.*
3. Some student 504 plans require two-week notification of food to be served prior to any event. This includes what foods to be served, the provider of the food, and the ingredients and cross-contamination risks for each food. Please provide this information two weeks before any event to the school counselor.
4. Paying for food, arranging for food, or the consumption of food at a school event legally constitutes the provision of food, whether the food is available for free or purchase, onsite or offsite. *CPS Food Allergy Guidelines pp. 13-4*

5. Per CPS policy, no homemade food can be distributed at school events. For picnics, families may bring and consume their own food, but this food cannot be distributed or shared between families or students. *CPS Food Allergy Guidelines pp. 13-4 and verbally confirmed by CPS legal on 2/23/17.*

Parent-Only Events on School Grounds - This type of event includes regularly scheduled meetings, parent coffees, and similar events that are intended for parents only.

1. Food may be served or brought to these events. Food substitutions, food notifications, and other food-related accommodations in individual student 504 plans **DO NOT** have to be followed. Please kindly consider asking parents whether dietary restrictions should be considered.
2. Food served must follow school rules and not contain nuts per the “no nut” school policy.
3. Food may only be consumed in rooms that allow food. These include the cafeteria, parent room, teacher lounge, and gym (during breakfast).
4. School cleaning and sanitation procedures must be followed. Wipes or moist towelettes should be provided for all parents after eating to prevent allergens from being spread throughout the school. Please kindly ensure food is never left unattended. If custodial staff is not present, tables should be cleaned with approved CPS spray cleaner and disposable cloths. *CPS Food Allergy Guidelines p. 13*

Parent-Only Events off School Grounds

These events include any off-site event geared toward parents, such as new parent events, social events, or fundraising events.

1. There are no restrictions regarding food, sanitation, or consumption unless otherwise provided by the venue. Please consider asking parents whether dietary restrictions should be considered.
2. Food substitutions, food notifications, and other food-related accommodations in individual student 504 plans **DO NOT** have to be followed.

Responsive Classroom

The Responsive Classroom is a teaching approach that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers in 1981 and continually refined to meet the needs of schools, the approach consists of implementing practical strategies for helping children build academic and social-emotional competencies. In urban, suburban, and rural settings nationwide, educators using Responsive Classroom strategies report increased student engagement and academic progress, along with fewer discipline problems. The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers.

At the heart of the Responsive Classroom approach are ten classroom practices:

MORNING MEETING - Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.

RULE CREATION - Helping students create classroom rules that allow all class members to meet their learning goals.

INTERACTIVE MODELING - Teaching children to notice and internalize expected behaviors through a unique modeling technique.

POSITIVE TEACHER LANGUAGE - Using words and tone to promote students' active learning and self-discipline.

LOGICAL CONSEQUENCES - Responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.

GUIDED DISCOVERY - Introducing materials using a format that encourages creativity and responsibility.

ACADEMIC CHOICE - Increasing student motivation by differentiating instruction, and allowing students teacher-structured choices in their work.

CLASSROOM ORGANIZATION -Setting up the physical room in ways that encourage independence, cooperation and productivity.

WORKING WITH FAMILIES - Hearing families' insights and helping them understand the school's teaching approaches.

COLLABORATIVE PROBLEM SOLVING - Using conferencing, role playing, and other strategies to engage students in problem- solving.