

Student/Parent Handbook

2017-2018

"Everything is possible, nothing is unimaginable."



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Patrick Henry School Mission:

Patrick Henry believes an empowered learner is one who is eager to acquire knowledge, able to seek out opportunities, problem solves creatively, and craves challenge. Our definition of an empowered learner applies to every student at our school, from the traditionally defined gifted child to a diverse learner (one who receives special education services) with the added experience of being an English Language Learner (ELL).

Vision: Patrick Henry is a community of empowered learners that are equipped to contribute positively to society with empathy and integrity.

Patrick Henry School Improvement Plan Goals

Within Henry School’s 2016-2018 Continuous Improvement Work Plan (CIWP), several strategic priorities have been identified:

2016--2018 CIWP

<p style="text-align: center;">Strategy 1 (Culture for Learning)</p> <ul style="list-style-type: none"> • If we do extensive work to develop academic mindsets and SEL for all students • Then we see our students assuming responsibility for high quality work by persevering and initiating improvements • Which leads to students developing the capacity to create and attain their smart goals and demonstrate academic growth 	<p style="text-align: center;">Strategy 2 (Instruction)</p> <ul style="list-style-type: none"> • If we do target instructional supports to individual and/or groups of students to address their language proficiency needs • Then we see teachers planning and delivering instruction rooted in relevant data to meet the language demands • Which leads to an increase in students’ language proficiency levels
<p style="text-align: center;">Strategy 3 (Rigorous Tasks)</p> <ul style="list-style-type: none"> • If we use the Hess’ Cognitive Rigor Matrix to plan cognitively challenging tasks which require students to provide evidence of their reasoning • Then we see high quality tasks within and across grade levels, student engagement, and productive struggle • Which leads to higher quality student work and an increase in student achievement as evidenced with a variety of assessment tools 	<p style="text-align: center;">Strategy 4 (Parent Partnership)</p> <ul style="list-style-type: none"> • If we do develop more consistent and frequent communication with parents by all staff members and become aware of cultural norms and needs • Then we see an increase in parent participation in school activities/events and a feeling of belonging • Which leads to more involved families and greater parent participation rates for all academic and extracurricular events

School Opening

Welcome Back!

Welcome to the new school year! Information in this section pertains to procedures and activities that students and/or parents need for the school year.

Entry and Exit Procedures

- 8:15 a.m. Entry Bell: Teachers report outside and escort students to classrooms. They are lined up by their room numbers. Kindergarten and 1st grade students in the Annex building should line up behind the Annex building along Drake. 2nd and 3rd grade students must line up on the north side of the courtyard. 4th, 5th and 6th graders must line up on the south side of the courtyard.
- 8:20 a.m. Tardy Bell: Students report to the office to receive a tardy slip and report to their classrooms.
- 3:15 p.m. Dismissal Bell: Teachers and students remain in their classrooms until the 3:15 p.m. bell. Teachers walk with their students to their designated exit door (same as entrance door). Teachers in grades kindergarten through third grade ensure that each child is picked up by a parent or guardian.

Inclement Weather Entry

When inclement weather is determined by the administration, a staff member will direct students to the auditorium where they will remain seated dismissed at the 8:15 a.m. bell. Third through sixth graders will be seated in the rear rows of the auditorium. First and second graders will sit in the front left side. Kindergarten students will be seated in the front right side. Students will be dismissed by rows called out by the supervising staff.

Required Forms

Teachers are required to collect and maintain the following information from all students:

- Emergency Form: Please complete and turn in your Emergency Form to your child's teacher.
- Lunch Applications: Please complete and turn in the Lunch Application to your child's teacher. All sections need to be completed.
- Medical Records: Submit all records to the office with your child's name and room number. Medical records are confidential.
- Photo Consent Form: Completed forms will be placed in a folder in your child's classroom.

Student Attendance

- **Absences**

If a child is not in school, they cannot learn. School begins at 8:15 a.m. Tardy is at 8:20 a.m.

Chicago Public Schools accepts only the following four reasons for excused absences:

1. Illness
2. Death in the family
3. Family emergency
4. Observation of a religious holiday

Following a student's return to school after an absence, he/she must bring a note signed by a parent/guardian indicating the date(s) and reason for the absence. All absences without the receipt of a note will be considered unexcused. Telephone calls, while appreciated, do not replace the absent note. Lengthy visits to other countries or states during the school year and early end of the year dismissals are discouraged. Please notify the office if you are planning an extending stay outside the U.S.

9 days of unexcused absences will result in retention for grades 3 and 6.

- **Tardy**

Students who arrive after the 8:20 a.m. tardy bell must obtain a tardy slip from the front desk/main office. Parents of students who are experiencing frequent tardies will be contacted by the homeroom teacher for a meeting with the administration. Students who arrive after 9:15 a.m. will be marked with a half-day absence.

- **Early Dismissal**

Students may have an early dismissal due to illness. This occurs after the office contacts a parent or legal guardian and that person has arrived at school.

In the event of an early dismissal the parent must report to the office to complete and sign an Early Dismissal Form explaining the early dismissal. Office staff will ensure that the person is the legal guardian and has the right to remove the student.

- **Dress Code**

Patrick Henry Elementary School students are required to wear white tops (No print or pics) and dark blue bottoms to school each day. Students are also allowed to wear Henry Spirit Wear as part of their uniform. ONLY Patrick Henry hoodies and zip jackets are allowed.

Emergency School Closing

The Chief Executive Officer may decide that an emergency closing of the CPS school system is necessary. Once the decision has been made to close the schools, the information will be given to various radio and television stations. Employees are asked to tune in to the radio or television for updated information. Employees should monitor media outlets whenever weather is threatening to determine if the school and/or offices are closed.

Field Trips

Field trips are a wonderful extension of learning in the classroom. Students will only be able to go on a field trip with a written permission slip signed by the parent/guardian. If your child will not be attending the field trip, they must attend school and will be supervised by another teacher with ample schoolwork to complete for the day.

Parents/guardians may chaperone field trips (18 years or older). One adult is needed for every 10 students.

1. No student can be excluded without express written permission of the principal. No student can be excluded for economic reasons. Parents may request to submit a hardship application to the office.
2. All field trips must have an educational purpose related to units of study taught in the class.
3. All permission slips and field trip fees **MUST** be turned in at least 3 school days before the trip.

Fire Drill/Disaster Drill/Lockdown Drill

Your child's teacher will be instructing your child on what to do during a fire drill, disaster drill, and lockdown drill. Drills occur throughout the school year. This is to ensure the safety and security of your child.

Food/Birthdays

As part of the CPS Health and Wellness initiatives, we ask that if you would like your child to celebrate his/her birthday with their class, please bring in a healthy treat. Cupcakes will not be allowed.

Lunch/Recess

Teachers Students will have a 20 minute lunch and 25 minute recess. Please be sure to report to your teacher and the main office if there are any medical conditions that prevent your child from eating certain foods or physical activity.

Local School Council

The LSC holds regular monthly meetings during the school year on the Third Tuesday of each month in the Library. Notice of meetings and agendas are posted on the community board outside of the main office and the main door. All staff, parents, and community members are invited to attend LSC meetings. You may communicate with LSC members personally or by placing notes in their mailboxes located in the front office. Minutes of all LSC meetings are maintained by the LSC secretary and are available for public review. The LSC Teacher Representative will post minutes on the bulletin board in the Teachers' Lounge.

PAC/BAC

The Parent Advisory Council and the Bilingual Advisory Council holds regular monthly meetings during the school year. Notice of meetings and agendas are posted in the main office and the main door. Please contact the office for meetings this school year.

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Parent Volunteers

We welcome any parent volunteers to support our school. Please feel free to contact the main office for further details

Playground Rules

To ensure the safety of all our students, playground rules must be followed. Playground equipment or the turf field are not to be used from 7:45 a.m. to 8:15 a.m. The playground equipment is reserved for students in Pre-K to 3rd grade during the school day. All students are allowed to play in the turf surface area during the school day. No soccer, hardball playing or use of baseball bats are allowed. Staff members on morning playground duty are asked to enforce the playground rules. Please review the playground expectations with your child.

Positive Behavior Intervention Support/School and Classroom Rules

PBIS/school rules will be discussed with students at the beginning of each semester and reviewed as often as necessary. Copies are sent home to parents in September and posted in the

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classroom.

All classroom rules contribute to maintaining a positive school environment that promotes learning by: (1) using self-control and showing respect for others, (2) acting to insure the safety of everyone, (3) allowing orderly operation of the building, (4) accepting adult supervision, and (5) using appropriate language and actions.

Processing of Money Collected from Students

All money collected from students by teachers for school activities or fundraising activities MUST be deposited with the office clerk on the day it is collected. Students will receive an issued receipt for the School Fee only.

Student Code of Conduct

The Chicago Board of Education Student Code of Conduct is followed for each discipline case. Copies of the Code are distributed to staff at the beginning of each school year, to parents during the first report card pick-up, and to students at a school assembly. Patrick Henry Elementary School follows the Student Code of Conduct of the Chicago Public Schools. It is available at <http://policy.cps.k12.il.us/>

Student Management Procedures

Our systems of support includes a supporting and restorative learning climate, where positive relationships are built and social and emotional learning skills are developed to provide all students with opportunities to succeed. Our Tier 1 supports include morning meetings daily and Second Step. Tier 2 targeted supports are provided to meet the needs of students who have difficulty demonstrating social-emotional skills. Tier 3 are highly-structured, individualized interventions to support students with the greatest needs. Supports for students will be determined by the MTSS team.

Parents are responsible for working with the school on disciplinary matters and to attend all requested conferences.

Technology

Students will have access to iPads, Chromebooks, and Desktops. It is the collective responsibility of teachers, students, and families to discuss appropriate use of technology. A 3-Way pledge will be agreed to by teachers, students, and parents/guardians to promote technological responsibility. Please sign the pledge to support Henry's technology integration and the safety of your child.

Universal Breakfast

Chicago Public Schools offers universal breakfast for all CPS students. Each teacher will escort his/her class in an orderly manner in the morning for breakfast as they enter the building.

Breakfast will be eaten in the classroom, 8:15-8:30. During inclement weather, breakfast for students will be distributed once they exit the auditorium.

Visitors

All visitors to Henry MUST stop at the office for a pass before visiting any part of the building. There is no exception to this rule. All parents are asked to wait outside in the playground for their children at dismissal time.

When a parent reports to the office during the school day to visit a teacher, the office will first consult the master schedule to see if the teacher is available. If this is a scheduled meeting or if you are available to speak with the parent, the office will notify the teacher.

Students may not have visitors at any time. Siblings who are not current students may not visit or stay with Henry students before, during, or after school. Any exceptions to this policy require the prior permission of the principal.

Curriculum and Instruction

Bilingual/ESL Programs

Many students at Patrick Henry School are English Language Learners. As such, they require services to ensure their mastery of both curriculum content and English language proficiency. Our programs meet those service requirements in different ways. Upon entering a CPS school, parents or guardians fill out a Home Language Survey. If a language other than English is spoken at home, the student is tested to determine if he/she needs ESL services. If his/her home language is Spanish, and he/she is in grades K-4, he/she will be placed in a bilingual classroom (TBE) until he/she reaches an ACCESS score determined by the state of Illinois. Students who speak a home language other than English or Spanish will be placed in a general education classroom and receive ESL classes (TPI).

Grading Policy

The grade book is an official document that must be maintained on a regular basis by all classroom teachers. The grading scale for grades 1-4 are based on the following rubric (Please note that 5th and 6th grade core classes will be grading based on Summit Basecamp competency*

based continuum and Kindergarten follows the CPS k-report card):

A = Exceeds Standards

90% - 100%

- Quality: Masters fundamentals thoroughly and exceeds expected standard of progress in daily work.
- Quantity: Does all assigned work and is willing to do enrichment and independent activities.
- Interpretation and Application: Learns facts and principles and usually applies them to new and unfamiliar situations.
- Class Participation: Assumes an active and alert role in all learning activities.

B = Above Standards

80% - 89%

- Quality: Meets expected standards and shows a good grasp of fundamental skills in daily work.
- Quantity: Does all assigned work.
- Interpretation and Application: Shows ability to retain and apply facts and principles to most situations.
- Class Participation: Participates in most learning activities.

C = Meets Standards

70% - 79%

- Quality: Performs at minimum expected standards and shows understanding of skills in daily work.
- Quantity: Does most assigned work.
- Interpretation and Application: Retains and applies facts and principles in some situations.
- Class Participation: Participates in some learning activities.

D = Below Standards

60% - 69%

- Quality: Performs below expected standards and shows limited understanding of skills in daily work.
- Quantity: Does limited amount of assigned work.
- Interpretation and Application: Demonstrates difficulty in retaining and applying facts and principles.
- Class Participation: Participates in learning activities on a limited basis.

F = Does Not Meet Standards

59% or below

- Quality: Works much below expected standards.
- Quantity: Does not complete or seldom completes assigned work.
- Interpretation and Application: Does not retain and apply facts and principles.
- Class Participation: Does not participate in and may resist participating in learning activities.

Missing Assignments: Record a 50% score for missing work.

Grade Book & Report Card Review

Parents/Guardians have access to their child's/children's grades through the [Parent Portal](http://www.cps.edu/Pages/Students.aspx), <http://www.cps.edu/Pages/Students.aspx>. Please see the office to request a pin number.

(Please note that 5th and 6th grade core classes will be grading based on Summit Basecamp competency based continuum and Kindergarten follows the CPS k-report card):*

Please turn in any failure notices, remediation/MTSS plans, and the report card checklist. Report cards will be reviewed online by the administration.

Grade 1-6

It is suggested that all grades will use the following categories and percentage allocations for Reading, Writing, Mathematics, Social Studies, and Science. Grade levels should agree on and use the same weights per category across the department.

- Assignments/Projects – 25%
- Class Participation 20% (maximum)
- Homework – 5%
- Tests/Quizzes – 50% (minimum)

At least ten grades per quarter will be entered in Gradebook for Reading, Writing, Mathematics, Social Studies and Science.

Speaking, Listening and Research

- The Common Core State Standards will be used to ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain for further develop skills and understandings mastered.

Homework Policy

Chicago Public Schools mandate that homework be assigned daily to students. Homework is a sequence of well-planned, meaningful assignments for completion during out-of-class time. The specific amount and frequency of assigned homework is generally based on student needs, interests, and the content of the instructional program.

Kindergarten 15 minutes per day

Grades 1-3 30 minutes per day

Grades 4-6 45 minutes per day

Math and Literacy Instruction

- Math instruction at Patrick Henry School is through the Go Math! series in conjunction with the CPS Mathematics Content Frameworks, Common Core State Standards for Mathematical Practices, and Personalized Learning. 5th and 6th grade classrooms will be using the Summit Basecamp curriculum in conjunction with Go Math! Please discuss with your child's teacher about the math expectations at your child's specific grade level.
- Literacy instruction at Patrick Henry School is through units of study and Personalized Learning. Please discuss with your child's teacher about the literacy expectations at your child's specific grade level. 5th and 6th grade classrooms will be using the Summit Basecamp curriculum.

NWEA MAP/MPG, mClass, REACH Performance Tasks

MAP: Measure of Academic Progress

MPG: MAP for Primary Grades

When will my student be tested and how often?

Grades 3 – 6

Students in third through sixth grades will be assessed three times using MAP for Reading and Math: beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

Grade 2

Students in second grade will be assessed once using MPG for Math: beginning of the year (BOY) and twice using MAP for Reading and Math: middle of the year (MOY) and end of the year (EOY).

Students in **Kindergarten** through second grade will be assessed three times: beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Students will be assessed using TRC.

Students who are intensive on TRC will be administered DIBELS Next/IDEL. All Kindergarten students will be assessed with DIBELS Next and IDEL for bilingual students for the fall and winter administration (spring for those intensive on TRC).

Personalized Learning What does it look like at Henry School?

5th and 6th Grades: Summit Basecamp

- Summit Basecamp is a free program that provides teachers and schools across the country with

resources they need to bring personalized learning into the classroom.

- The Summit Personalized Learning Platform is your child's online dashboard for setting goals and tracking progress toward those goals. As a parent, the Personalized Learning Platform will help you support your child's academic success and college readiness at home. More information will be provided by your child's 5th and 6th grade teachers.

2nd, 3rd and 4th Grades: Breakthrough Schools Chicago – LEAP Innovations

- As part of Breakthrough Schools and a recipient of the \$280,000 Breakthrough Grant, Henry School will focus on 2nd and 3rd grade for SY 2016-2017 in developing personalized learning. Learning profiles, course catalog, and competency-based progress will be implemented. More information will be provided by your child's 2nd, 3rd and 4th grade teachers.

Blended Learning Programs Henry Teachers use:

- Lexia (K-6)
- ThinkCERCA (5)
- Reading A-Z (K-2)
- FrontRow Ed
- IXL (K-6)
- Epiphany Learning (2-4)
- Aimsweb (MTSS)
- Summit Platform (5-6)

Report Cards, 5-Week Progress Reports, and Failure Notices

Students receive report cards every 9 or 10 weeks. Dates for the entry of report card grades and progress report grades will be established and published by CPS. Students in grades 1-6 receive a progress report at the 5th week of each quarter. Preschool and Kindergarten teachers will contact parents and schedule appointments if there are any concerns throughout the quarter. Students who are in danger of failing to meet the promotion/grade level criteria should be provided a remediation plan in consultation with the MTSS team. Interventions will be implemented using a number of alternative strategies to meet students' needs. The purpose of this initial notice is not to fail, but to prevent possible failure. This procedure includes a parent conference and mutual agreement regarding intervention strategies that will be used to prevent failure. Students should not be allowed to fail based on one missed project in the last two weeks of a quarter.

Specials

Specials classes this year include:

- Art – Ms. Cramer

- Physical Education – Mr. Alvarado
- Health – Mr. Tomsheck
- World Language – Mr. Aragon
- Science – Ms. Gould

Students with Disabilities

Students with disabilities who receive services in a regular classroom setting should be provided with instructional modifications, as appropriate, consistent with each student's Individualized Education Plan (IEP). Questions, please contact Henry School's case manager, Ms. Curry.