

**JAMES E. MCDADE
CLASSICAL SCHOOL
PARENT HANDBOOK**



“A Family of Learners and Leaders”
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McDade Elementary Staff Directory

Staff Member	Grade/Subject	Room Number	Email
Mr. Perry	Principal	Main Office	dperry1@cps.edu
Mrs. Pullappally	Resident Principal	Main Office	apgrams@cps.edu
Dr. Franklin	Counselor	106A	djfranklin@cps.edu
Mrs. Tyson	Clerk	Main Office	knharris@cps.edu
Mrs. Boncy	Kindergarten	107	ylboncy@cps.edu
Ms. Cuttone	1st Grade	103	jccuttone@cps.edu
Mrs. Fetzer	2nd Grade	104	dmfetzer@cps.edu
Mrs. Juarez	3rd Grade	102	amjuarez1@cps.edu
Ms. Thigpen	4th Grade	101	sdjones3@cps.edu
Mr. Pike	5th Grade	112	bcpike@cps.edu
Mr. Laurent	6th Grade	115	slaurent@cps.edu
Ms. DeBoni	Science 3rd-6th	110	amdeboni@cps.edu
Ms. Thomas	Spanish/Math 5th-6th	113	jkthomas6@cps.edu
Ms. Ogawa	Learning Behavior Specialist	111	logawa@cps.edu
Ms. Johnson	Library	Media Center	aljohnson4@cps.edu
Mr. Carroll	Physical Education	Gym	mjcarroll@cps.edu
Ms. Howard	Teacher Assistant	106A	jrhoward1@cps.edu
Mrs. Shafter	Classroom Assistant	111	dfshafter@cps.edu
Ms. Lerch	Lunchroom Manager	Cafeteria	krzepka@cps.edu
Officer Weathersby	Security		
Officer Newbern	Security		

Mission Statement

To enrich and stimulate the minds of students, the potential leaders of the 21st century. To foster excellence in scholarship and character. To promote within students: abilities, talents, creativity and self esteem.

Vision Statement

To prepare and develop a community of learners who are: active, responsible, self motivating and self evaluating. To develop life long learners who think critically and problem solve. To enhance students' development to communicate effectively and to respect themselves and others.

CIWP

The Continuous Improvement Work Plan is the cyclical strategic school improvement process that focuses on school priorities that directly impact student achievement. Below are the priorities and strategies that McDade faculty will focus on for the 2015-2016 school year.

Priority Area	Strategy	Rationale
CCSS Literacy	Provide rigorous, structured learning experiences through CCSS aligned, whole-group and small group instruction focusing on developing and assessing students' ability to fluently and effectively read and write about all forms of text types, while allowing students to communicate this information through various formats and to different audiences	Based upon current data for NWEA Reading of students meeting Spring goal targets ranging from 46%-76%, as well as classroom assessments, there is a need to focus on the development of small group and differentiated instruction that address all goals strands of the CCSS ELA.
CCSS Math	Foster a school-wide K-6 curricula, which builds upon math operations fluency and application of a gradual continuum of math concepts, which features teacher modeled practice, group and individual problem solving/critical thinking opportunities, and accountable dialogue about mathematical practices.	Based upon current data for NWEA Math of students meeting Spring goal targets ranging from 36%-76%, as well as classroom assessments, there is a need to align instructional activities to the expectations of CCSS Math and Standards for Mathematical Practice so that all students have the educational base to apply mathematical skills and concepts, while providing extension and intervention opportunities for students.
Science	Design a comprehensive K-6 science curricula in which learning tasks focus on inquiry, problem solving, data	With the adoption of the NGSS standards, it is necessary that teachers develop learning activities based upon these new

	analysis, informational text reading strategies, and academic research activities, while developing and assessing student knowledge of science concepts aligned to NGSS standards.	standards so that students can meet the expectations that address students acquiring and applying scientific skills and concepts.
Climate, Culture, and Social Emotional Learning	Through direct instruction, teacher modeling, and monitoring of Social and Emotional Learning skills, students can develop self-awareness and self-management skills, utilize social awareness and interpersonal skills, and demonstrate positive decision-making skills in the school and community settings.	Student data, staff surveys, and observations provide a need for social and emotional learning to be a priority at McDade. The priority supports learning in that it sets the atmosphere as reflected in CPS Framework for Teaching. Moreover, with the usage of Common Core standards, social and emotional learning skills will be embedded within content standards.
Diverse Learners	Ensure that effective intervention strategies are in place for reading and math that allows diverse learners to master standards at their highest instructional level.	Based upon the NWEA Growth & Attainment, there is overrepresented group of Diverse Learners not meeting Growth and Attainment goals based upon NWEA. Additionally, this priority group also includes an increased population having various attributes of not maintaining "On-Track" metrics based upon CPS Dashboard.
The Arts	Develop an arts program that develops and utilize students as a medium of communication that develops students' creativity and self-expression.	Based upon the Creative Schools Certification survey, the Arts is an area of development for the school in terms of establishing Arts partnership that offer opportunities for students to utilize the arts integration with core subjects as well as through extracurricular experiences.

Arrival Procedures

The earliest drop off time for students is 7:25 a.m. **All students and parents must enter the building at the main entrance, Door #1.**

We ask that parents drop off their children at the security desk. If you need to meet with a teacher, we ask that you have a scheduled meeting, made in advance. If you have business in the main office, please state the purpose of your visit to the security officer and then wait to be directed to the main office.

On the first day of school, parents will be allowed to escort their students to the gym and take supplies to the classroom. All students and parents will enter through the main entrance (Door #1). Every other day, parents will follow the normal arrival procedures of dropping students

off at the security desk .

Dismissal Procedures

All students are dismissed at 2:45 p.m. Please pick up your child promptly at this time. Parents of students in grades 1-6 will pick up students, **outside of the school building at Door #1**. Parents of kindergarten students will pick up their students, **outside of the school building at Door #7**. *We ask that if you need to come into the school building that you wait until the student dismissal process is completed at 2:50 p.m.* If your child receives school transportation, but will not be utilizing services in the afternoon on a particular day, **please call the school no later than 2:15 p.m.** If the school does not receive any notification, your child will be placed on the school bus. Thank you in advance for your cooperation.

McDade Student Pledge

I pledge to come to school on time motivated and ready to learn.
I will strive for excellence in academics and exhibit good character at all times.

I pledge to read daily, complete homework assignments, and help my classmates and others.

I will do my part to make McDade the best school in the U.S.A.

School Fees

The McDade school fee is \$100 for one child and \$25 additional for each McDade sibling. The school fee helps support the school with online subscriptions to programs, assignment notebooks for students in grades 1-6, and student incentive programs. Cash or money order is preferred.

School Supplies

All students should have received a school supply list. If you have not received a school supply list, please contact the Main Office at [\(773\) 535-3669](tel:773-535-3669). Also, you can drop off classroom school supplies (i.e. copy paper, paper towels, tissue, etc.) on Thursday, September 3rd from 3 p.m. to 6 p.m. Please remember to label your items.

Emergency Forms

Please make sure that you have completed an *emergency form* with updated information including a current phone number, address, and emergency contacts.

Electronic Devices

Students may not bring gaming, music, or video devices to school. Students can bring eReaders, which includes iPads and Kindles. Student can use the eReader devices to access only books and teacher-approved applications during school hours with the classroom teacher's permission. Cell phones can be carried by students but must remain hidden and off during school hours. Students may not use their cell phone for any purposes, including but limited to calling, texting, taking pictures/videos, or using applications during school hours. This includes lunch, recess, bathrooms, hallways, and classrooms. If students need to use the phone during school hours, they can use the phone located in the Main Office. Students found in violation of the electronic devices policy will have their devices confiscated and will only be returned to the student's parent/guardian after a phone conference with the principal or principal's designee.

Medical Compliance

Kindergarten and 6th grade health and immunization forms are due as close to the start of school as possible. All medical [requirements](#) and forms can be found [here](#).

Transportation

If your child received school transportation while at McDade and actively utilized bus services from the previous year, his or her services will continue this year. If you live between the boundaries of 39th Street and 106 Street and would like transportation, please submit the following [bus form](#). Parents should receive routing information from the CPS Department of Transportation usually a week before the start of school.

Bus Expectations

The purpose for students who ride the bus is arriving to school and returning home safely. Please note that the CPS Student Code of Conduct is in effect on the school bus. We ask that all students observe these expectations so that all students have a safe and pleasant experience on the bus:

- 1) On entering the bus, go directly to your seat, sit down, and fasten your seatbelt. Remain in your seat until you have reached your destination.
- 2) Respect others by keeping your hands, feet, body parts, and other objects to yourself.

- 3) Maintain an indoor voice.
- 4) All food and drink items should remain in your book bag or lunch bag.
- 5) Any items that you take out of your book bag should be returned to your book bag before you exit the bus.
- 6) For any emergencies, calmly inform the bus driver.
- 7) Once you arrive to your destination, wait until the bus is completely stopped, unfasten your seatbelt, and quietly walk off the bus.

If these expectations are followed, your students will be allowed to ride the bus. If your child receives any bus infraction, your child will be removed from the bus for a period of time depending on the severity of the action.

Attendance

Student attendance is essential to academic growth and social development. ***At McDade, our goal for student attendance is 97%.*** Students can receive an excused absence based upon the following reasons: 1) Student illness 2) Observance of a religious holiday 3) Death in the immediate family 4) Family emergency 5) Circumstances that may cause reasonable concern for your child's health or safety. Parents are required to send a ["Reason For Absence" Note](#), which is also located in the Main Office, on the day of student's return to school. ***Please note family vacations and student birthdays will not be considered "excused" under this policy and will result in "unexcused" absences being reported on the report card.*** ***Additionally, more than five absences in a quarter will result in a mandatory parent/student conference with the principal or principal designee.***

Tardies

All students arriving after the 7:55 a.m. bell will be marked tardy. Please make a concerted effort to ensure that your child arrives to school on time. The effect of tardies includes missing instructional content as well as a disruption to the instructional process. Students receiving more than 3 tardies within a two week period or 5 tardies within one quarter will result in a mandatory parent/student

conference with the principal or principal designee.

Lunch/Recess Times

Grades K-3 will have lunch from 11:00-11:25 a.m. and recess from 11:25 a.m.-11:50 a.m. Grades 4-6 will have recess from 11:00-11:25 a.m. and lunch from 11:25 a.m.-11:50 a.m. In compliance with the *CPS Healthy Foods and Beverage Policy*, parents may not bring dessert items (i.e. cakes, cupcakes) for an entire class for birthday celebrations.

Parking

Due to high congestion during arrival and dismissal times, we prefer that parents park on 88th Street. Additionally, we ask that you do not park in the bus loading area or restricted street parking at any time. The school parking lot will be closed at 2:30 p.m. EVERYDAY.

Afterschool Program

McDade has an after school program, "Something to Build Upon" for students beginning the first day of school and it takes place Monday through Friday from 2:45 p.m.- 6 p.m. This is a fee based program. For more information, please call Ms. Christina McCorkle at [\(773\)240-1907](tel:(773)240-1907).

Parent-Teacher Meetings/Classroom Visits

If you would like a meeting with your child's teacher, please leave a message for your child's teacher through the main office or send an email. The hours of 7:45 a.m.- 2:45 p.m. are dedicated to instruction. You can email your child's teacher to pick a feasible time. If you would like to visit the classroom, please contact the teacher so that you can schedule a time. Classroom visits should be made at least 24 hours in advance.

Volunteering

At McDade, we welcome those who would like to volunteer within our classrooms. If you are interested in volunteering, please see your child's teacher for specific tasks in which he or she needs assistance. If you plan to volunteer for more than 5 hours a week, you will need to complete a CPS Volunteer Form which can be found in the main office or by clicking [here](#).

GRADEBOOK

The grading scale for McDade Classical is as follows:

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
59 and Below	F

The gradebook weights for all content areas are as follows:

Gradebook Category Weights	
Assignments	30%
Homework	10%
Exams	30%
Quizzes	25%
Participation	5%

If a homework assignment is turned in a day late, the student will receive a 10% reduction of the grade. If it is turned in after that the student will receive an "F" with missing marked in the Gradebook. Also, if a student receives more than two consecutive missing assignments, the parent should be notified immediately.

Parent Portal

All grades for students in grades 1-6 are accessible through [Parent Portal](#). It is important that parents are checking Parent Portal at least once a week and discussing learning activities with their child. If necessary, parents can use this information to schedule a conference with the teachers to increase the school/home connection.

Parents can expect to see:

According to McDade expectations, in every course (as applicable) gradebook entries are as follows:

- ❖ Common Core State Standards or respective national standards are posted and aligned to student learning tasks.
- ❖ Three Standard-Based gradebook entries posted per 5 instructional days (1-Classroom, 1- Homework and 1- Assessment).
- ❖ Re-teaching activities posted for summative assessments with less than 80% student mastery.
- ❖ Grades should be entered into CPS Gradebook no later than 72 hours after receipt of an assignment

Standards-Based Grading Pilot (Grades 1-2)

Gradebook Category Weights	
Summative Assessments (Exams, Rubric-Based Performance Task or Project)	60%
Formative Assessments (Quizzes, Exit Tickets)	30%
Practice (Homework/Class Assignments)	10%

Mastery Connect Conversion Charts

Mastery Connect is the system used at McDade to help us track students' proficiency and attainment of the Common Core State Standards.*

Level-0 “Attempting”	Level-1 “Emerging”	Level-2 “Learning”	Level-3 “Proficient”	Level-4 “Exceeding”
0-59%	60-69%	70-79%	80-89%	90-100%
Student “given” the first 50 points of a unit/test/assignment. If student makes at least a decent attempt at the material	Student shows prerequisite knowledge or the lowest levels of Depth of Knowledge .	Student understands the basic concepts of an objective but struggles with more advanced material	Student can perform the objective exactly as it is written in the standard.	Student has exceeded the expectations defined as “proficient” by showing insight or a Depth of Knowledge beyond

they will earn a 59%.		required to be “proficient.”		expected grade level.
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Average Scale Score Across Multiple Goals	Traditional Grade
3.8-4.0	100
3.7-3.79	95
3.60-3.69	90
3.4-3.59	85
3.0-3.39	80
2.5-2.99	75
2.0-2.49	70
1.5-1.99	65
1.0-1.49	60
Below 1.0	59

**Students have the opportunity to retake any mastery assignment/assessment.*

Homework

Homework should be aligned to the daily lesson explicitly taught by the teacher. The amount of homework that students are asked to complete each night must be within the guidelines of the CPS homework policy, which is as follows:

The following parental activities are suggested for inclusion in the planning and structuring of time for homework completion. This is in addition to homework assigned by the teacher.

- K: 15 minutes per day of parents reading to their child and other activities designed to reinforce the importance of teacher-assigned homework

- 1-3: 30 minutes per day of parent-led reading, writing, and listening activities
- 4-6: 120 minutes per week of parent involvement in home-based activities which could include visits to museums, libraries, etc., and assisting with long-term assignments such as book reports, creative writing, etc.

The following are *suggested* time allocations per day for teacher-directed homework assignments by grade level:

- Kindergarten: 15 minutes per day
- Grades 1, 2, & 3: 30 minutes per day
- Grades 4, 5, & 6: 45 minutes per day

Dress Code/Uniforms

Students are not required to wear uniform at McDade Classical School. However, clothing must be appropriate for a school setting. All clothing must include respectful language, no holes, and appropriate length and fit. All shoes should be closed-toed shoes. ***Students must wear McDade logo shirts for all field trips or off campus events.***

Gym Uniforms

Gym uniforms are available for purchase through [School Belles](#) (School Code-S2437). As an alternative, you can purchase red sweatpants and a red t-shirt to be worn during gym days. Also, gym shoes must be worn during physical education classes.

Lost Items

We encourage all parents to label all of your child's personal items including clothing, shoes, school supplies, etc. At the end of each quarter, we obtain of large collections of lost items that remain unclaimed. In order to minimize this, we strongly ask that you label all of your child's items that he or she brings to school.

Discipline

At McDade, we expect that all students are to behave in a manner conducive for all students to learn at their maximum potential. Teachers and staff members will explicitly teach, model, and reinforce schoolwide and classroom expectations. If student cannot follow classroom expectations, progressive interventions will be made to allow your child opportunities to be successful. If interventions are unsuccessful, we will provide opportunities for parental involvement to develop strategies and a plan to minimize undesired behaviors.

If your child is experiencing any bullying, please inform a staff member or Mr. Perry immediately. You may also fill out the Form for Bullying and Retaliation linked below. We want to ensure that we are combating bullying with the appropriate resources and allowing all students to have full access to the McDade learning experience. Please see the CPS Anti-Bullying Policy detailed in Appendix A.

[Form for Bullying and Retaliation](#)

Appendix A: Chicago Public Schools Anti-Bullying Policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, and sexual harassment and violence. *It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.*

The Board asks every Chicago Public School ("CPS") student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender.

Bullying is prohibited:

- 1) during any school-sponsored or school-sanctioned program or activity;
- 2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");

- 3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;
- 4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- 5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;
- 6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 offense that occurs off campus but seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- 1) placing the student in reasonable fear of harm to the student's person or property;
- 2) causing a substantially detrimental effect on the student's physical or mental health;
- 3) substantially interfering with the student's academic performance; or
- 4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means using information and communication technologies to bully.

"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullying

Responsibilities of CPS Employees and Contractors

All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable

information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- 1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- 2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A);
- 3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, or by calling the CPS Violence Prevention Hotline (“Hotline”) at 1-888-881-0606. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- 1) The Principal shall select a designee, employed by the school and trained in investigative procedures, to perform the investigation.
- 2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
- 3) The investigation shall include:
 - a. Identifying the perpetrator(s), target(s), and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it;
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target’s education was affected.
 - d. Assessing the individual and school-wide effects of the incident relation to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.

f. Comprehensively documenting the details of the investigation.

4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT.

If the investigation results in the imposition of consequences, the Principal/ Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability that affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying. In cases where the target or the student engaging in bullying behavior has a disability, the Principal/Designee shall comply with all laws regarding consequences for students with disabilities.

Imposing Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Department of Youth Development and Positive Behavior Supports for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high

What Not To Do

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Research shows that bullies often lack empathy so their attempt at expressing remorse may not be genuine. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.
- Referrals
- Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the Equal Opportunity Compliance Office (EOCO) within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the

consequence(s), direct the imposition of other consequence(s), or deny the appeal. The EOCO shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in IMPACT.

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Department of Youth Development and Positive Behavior Support for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all CPS employees, contractors and volunteers to implement this policy. The content of such professional development shall include, but not be limited to:

- 1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
- 2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
- 3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying;
- 4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the 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. The Chief Officer of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

Appendix B: McDade Classical Local School Council, 2015-2016

Local School Council Members	Meeting Dates
<u>Community Representatives</u>	September 22, 2015
Mr. Charles Carroll	October 20, 2015
Mrs. Christy Dukes	November 17, 2015
<u>Parent Representatives</u>	December 15, 2015
Mr. Luther Dunlap	January 19, 2016
Mr. Michael Ewing	February 16, 2016
Mr. Arron Fulbright	March 15, 2016
Mrs. Sarah Royster	April 26, 2016
Mrs. Jennifer Watson	May 17, 2016
<u>Principal</u>	June 21, 2016
Mr. Daniel Perry	
<u>Teacher Representatives</u>	
Ms. Alison DeBoni	
Mrs. Agnes Juarez	

***All meetings take place in the Library/Media Center at 6:00 p.m.
unless otherwise noted.***

Appendix C: Calendar of Events

Please note: This is a preliminary calendar. Dates, times, and locations are subject to change. Please see the McDade Calendar of Events on our school webpage for up to date information.

September

- 9.3.15 PTA Snow Cone Social/School Supply Drop Off 4:00-6:00 p.m.
- 9.8.15 PTA Welcome Breakfast 8:00 a.m. McDade Media Center
- 9.8.15-9.18.15 PTA Membership Drive
- 9.15.15 Back To School Night 6:00-7:00 p.m.

- 9.22.15 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 9.25.15 Back to School Bash 3:00-5:00 p.m. McDade Gymnasium

October

- 10.9.15 Progress Reports Given Out
- 10.9.15 6th Grade Movie Night 3:00-5:00 p.m. McDade Gymnasium
- 10.12.15 Columbus Day No School
- 10.20.15 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 10.22.15 Delta Dental "Land Smiles" Services
- 10.29.15 School Picture Day
- 10.30.15 PTA Fall Frolic 3:00-5:00 p.m. McDade Gymnasium

November

- 11.11.15 Veteran's Day No School
- 11.12.15 First Quarter Ends
- 11.13.15 School Improvement Day No School for Students
- 11.17.15 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 11.18.15 Report Card Pick-Up 11:00 a.m.-7:00 p.m. No School for Students
- 11.18.15 PTA Parent Entrepreneurial Fair 11:00 a.m.-7:00 p.m. McDade Gymnasium
- 11.20.15 PTA Bowlathon 6:00-8:00 p.m. Location TBA
- 11.25.15-11.27.15 Thanksgiving Holiday No School

December

- 12.15.15 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 12.16.15 Winter Festival 6:00-7:00 p.m. Location TBA
- 12.21-1.1.16 Winter Break

January

- 1.4.16 Return from Winter Break
- 1.8.16 Progress Reports Given Out
- 1.8.16 PTA Back to School Dance 3:00-5:00 p.m. McDade Gymnasium
- 1.19.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center

February

- 2.4.16 End of 2nd Quarter
- 2.11.16 2nd Quarter Report Cards Given Out
- 2.12.16 PTA Valentine's Day Family Dance 6:00-8:00 p.m. Location TBA
- 2.15.16 President's Day No School
- 2.16.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 2.19.16 PTA McDade's Got Talent! Tryouts 3:00-5:00 p.m. McDade Media Center
- 2.26.16 African American History Month Assembly 12:30 p.m. McDade Gymnasium

March

- 3.2.16 PTA Books for Breakfast 8:00-10:00 a.m. McDade Media Center and Classrooms
- 3.11.16 Progress Reports are Given Out
- 3.15.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 3.25.16 PTA McDade's Got Talent! 6:00-8:00 p.m. Location TBA

April

- 4.4.16-4.29.16 PTA Mother's Day Flower Fundraiser
- 4.7.16 End of Third Quarter
- 4.13.16 Report Card Pick Up 11:00 a.m.-7:00 p.m.
- 4.18.16-4.22.16 Spring Break
- 4.26.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 4.29.16 6th Grade Sock Hop 3:00-5:00 p.m. McDade Gymnasium

May

- 5.2.16-5.6.16 McDade Staff Appreciation Week
- 5.6.16 PTA Mother's Day Flowers Delivered
- 5.17.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center
- 5.20.16 PTA Skating Party 3:00-5:30 p.m. Location TBA
- 5.30.16 Memorial Day No School

June

- 6.3.16 PTA 3-on-3 Basketball Tournament
- 6.15.16 6th Grade Promotion Ceremony 10:00 a.m.
- 6.16.16 Kindergarten Promotion Ceremony 10:00 a.m.
- 6.17.16 School Picnic
- 6.20.16 1st-5th Grade Awards Assembly 9:00 a.m.
- 6.21.16 LSC Meeting 6:00-7:00 p.m. McDade Media Center