

Prescott Elementary School
A Magnet Cluster K-8 School



Student and Parent Handbook
2023-2024

Recent updates are highlighted in green. Check *Version History* for previous updates.

updated: 7/30/23

Dear Wolfpack Families,

Welcome to the 2023-24 school year! We look forward to a successful school year for our students, staff and teachers.

In order to help things run smoothly, we have created a Prescott School Student Handbook for Families, which has information about the school and its operations, as well as its policies and procedures. It also includes information about Board policies and rules. We welcome your participation and feedback. Please dive in!

We believe that families are our children's first teachers. We-- principal, teachers, and staff-- are here to join you in educating our students with you. Please email me, teachers, and staff to see me or any member of the administrative team.

In collaboration,

*Erin Roche, faculty, and staff
Principal*

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*Estimadas familias ,*

*¡Bienvenido al año escolar 2023-24! Esperamos un año escolar exitoso para nuestros estudiantes, personal y maestros.*

*Para ayudar a que las cosas funcionen sin problemas, hemos creado un Manual Familiar y estudiantil de la Escuela Prescott. El tiene información sobre la escuela y sus operaciones, políticas, y procedimientos. También incluye información sobre las políticas y reglas del distrito. Agradecemos su participación y comentarios. ¡Por favor sumérgete!*

*Creemos que las familias son los primeros maestros de nuestros hijos. Nosotros-- el director, los maestros y el personal-- estamos aquí para unirnos a Ud. en la educación de nuestros estudiantes con Ud. Envíe un correo electrónico a mí, a los maestros y al personal para verme a mí o a cualquier miembro del equipo administrativo.*

*En colaboración,*

*Erin Roche  
Director, maestro/as, y personnel*

**updated: 7/30/23**

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## INTRODUCTION

Welcome to Prescott School! We are so happy to have you as part of our community. This handbook is designed to provide students and families with pertinent information about CPS and Prescott policies and expectations. Please note, this handbook is subject to change based upon adjustments to district policy or state law.

### *School Mission and Vision*

#### Prescott Mission

To nurture creative minds and caring hearts that contribute significantly to their communities through rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams and supportive partnerships.

#### Prescott Vision

Prescott Magnet Cluster School envisions a caring community of learning that encourages and supports children:

- to take intellectual risks,
- to take personal responsibility for decisions,
- to value others and honor diversity,
- to critically analyze and interpret information,
- to find their individual paths to success and to contribute to the greater good,
- to be stewards of the planet, and
- to develop their whole person,

so that all students attend college-preparatory high schools on their way to university enrollment and life-long learning.

### *Prescott Staff*

Prescott's administrative team is here to support students and families. The administrative team members are:

- Erin Roche, Principal
- TBD, Assistant Principal
- Agnes Grodzik and Stella Okoro, Nurse
- Marisa Mathews, Counselor
- Cecelia Williams, Clerk
- Janada Brimmer, Security Officer
- Selestino Orta, Engineer
- DeWanda Waters, Lunchroom Manager

- Pam Pierini, Case Manager/IDEA Coordinator/504 Coordinator
- Priscilla Lindsey-Restorative Practices Coordinator/Interventionist
- [Prescott School Staff Organizational Chart](#)

### ***Purpose of Handbook***

At Prescott School, we strive to provide a safe, inclusive, and nurturing learning environment for all students. Clear expectations and supports are essential to foster a positive school culture where students can thrive academically, socially, and emotionally. Our expectations and supports aim to promote respect, responsibility, and accountability while upholding the values of fairness, equity, and integrity.

Our expectations:

1. **Equity and Inclusion:** We are committed to fostering an environment that celebrates diversity, promotes inclusivity, and ensures equitable opportunities for all students. Our expectations prioritize creating a welcoming space where everyone feels valued, respected, and supported, regardless of their race, ethnicity, gender, socioeconomic background, ability, or any other characteristic.
2. **Safety and Well-being:** We prioritize the safety and well-being of our students. Our expectations address various aspects of safety, including physical safety, emotional well-being, and online safety. We provide guidelines to prevent bullying, harassment, and discrimination, while also promoting strategies for conflict resolution and positive interpersonal relationships.
3. **Academic Excellence:** We are dedicated to academic excellence and provide expectations that support high-quality teaching and learning. Our policies outline expectations for student engagement, attendance, academic integrity, and the use of educational resources. We encourage a growth mindset, promoting a culture of continuous improvement and a love for learning.
4. **Technology and Digital Etiquette/Citizenship:** In an increasingly digital world, we recognize the importance of responsible and ethical technology use. Our expectations guide students in using technology effectively, safely, and responsibly. We emphasize digital citizenship, including digital literacy, appropriate online behavior, and responsible use of social media and digital platforms.

Through our comprehensive handbook, we strive to create a supportive and empowering environment that fosters academic achievement, personal growth, and responsible citizenship. We engage students, families, staff, and the broader community to collaboratively uphold and continuously improve our school-wide expectations to ensure a positive and enriching educational experience for all.

## CURRICULUM AND ASSESSMENT

### *Academics*

- Kindergarten through 8th graders are exposed to a rigorous, coherent curriculum aligned with Common Core State Standards and Next Generation Science Standards.
- Approximately 40% of 8th graders annually are accepted to top 10% high schools: selective high schools (e.g., Lane Tech) and International Baccalaureate (IB) programs (e.g., Lincoln Park IB). Of the Class of 2023, 81% of 8th graders matriculated to selective high schools.
- Kindergarten through 7th graders math curriculum is designed so qualifying 8th graders take Algebra, as the district allows.
- Prescott's ELA curriculum includes Lucy Calkins' Readers and Writer's Workshop in grades and phonics/phonemic awareness/decoding in K-5 as well as the Expeditionary Learning in grades 6-8.
- Prescott's Math Curriculum is based upon the Illustrative Mathematics curriculum which is rooted in conceptual understanding and development of strong number sense.
- Students participate in an inquiry-based science curriculum.
- Prescott teachers utilize the Teaching for Tolerance standards and framework to ensure a robust and inquiry-based Social Studies program.
- Art and Physical Education (PE) learning is cohesive across K-8, so students apply skills and knowledge in art, PE, and other content.

### *Grading Policy*

Prescott's grading policy is grounded in accuracy, bias resistance, and self-determination, so students are empowered to achieve high, holistic growth. The school expects each students' grades to represent their mastery of concepts and content. Teachers, parents, and staff engage with students to facilitate their holistic growth across disciplines, including the arts and physical education, as well as social-emotional learning (SEL). Ultimately, students are responsible for their learning.

### *Accuracy*

First and foremost, we want grading to be accurate: We want our calculations to be mathematically correct and reflective of the feedback. But we want our grades to be more than that. We want to prevent omnibus grades that include such a diversity of information that they become misleading. We don't want to include so much information that we confuse our students who work hard and follow directions but don't know the standards or our students who know the standards but have weaker study habits and are less compliant. We want to make sure we don't include irrelevant information that makes our grade ambiguous, and we don't exclude

information that renders our grade deficient or incomplete. Our assessments are based on Illinois' learning standards.

(Adapted from Joe Feldman's *Grading for Equity*)

### ***Bias Resistant***

As we've seen, traditional grading promotes and reinforces a system that sorts students and replicates achievement and opportunity disparities. Our grading practices must give all students and opportunity to succeed regardless of privilege. Yet this is not enough. We are self-aware enough to know that although we are committed to creating classrooms and schools where every student can and will succeed, we unavoidably carry our conscious and unconscious biases. Therefore, our vision of grading requires grading practices that not only counteract the biases embedded in twentieth century grading but that also act as a check on those biases we bring into classrooms. We want grades to systemically promote the success of every student, but we need our grades to be "inoculated," to resist infection by our own subjective biases, particularly when those biases are based on a student's race, gender, family income, first language, or special needs.

(Adapted from Joe Feldman's *Grading for Equity*)

### ***Self-determination: Empowering and Providing Agency***

Grades serve as the endpoints of rich, layered, personalized feedback that motivates students to understand themselves situated in the context of a particular domain (e.g., Writing, Social Emotional Learning, Algebra). Grading encompasses a process of introduction to and eventually mastery of concepts and content. Teachers and students interact throughout the process via direct feedback, self-reflection, peer feedback, and multiple iterations, so the student knows throughout the process triangulated feedback on their progress toward mastery. With such textured feedback, grading should empower and motivate students to act on their path toward mastery and ultimately use their mastery of concepts and content to positively impact their own lives and their community. Teachers have the responsibility to ensure that the grading system grants agency and tools to individual students to act on their current knowledge status and ultimately achieve their learning goals.

(Adapted from Joe Feldman's *Grading for Equity*)

Prescott School's grading system nests within the rules, requirements, and expectations of the Chicago Public Schools and state laws. The proposed scale reflects a system that works within these confinements. Note that the lowest score a student can receive for work that is not turned in is a 50%.

| <b>Grading Scale</b> | <b>Rubric Score</b> |
|----------------------|---------------------|
| 90-100               | A 100               |

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|       |      |
|-------|------|
| 80-89 | B 89 |
| 70-79 | C 79 |
| 60-69 | D 69 |
| 50-59 | F 59 |

## **DIVERSE LEARNERS**

### ***Individualized Education Plan (IEP)***

An IEP plan is developed for each child who is determined to have special educational needs, such as a specific learning disability, a speech delay, occupational and physical therapy needs, social work service needs, or the need for a one to one aide. Each child’s educational plan is modified to accommodate his/her unique learning requirements. Approaches may range from placing the child in a self-contained classroom with a special education teacher to having the child use the special education classroom for some subjects and attend general education classes for other subjects or receive special educational services/supports in the general education setting. Related services may include, but are not limited to, speech, social work, or physical/occupational therapies, transportation, and assistive technology.

### ***Least Restrictive Environment (LRE)***

IDEA mandates that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special classes, separate schools, or other removal of students with disabilities from the regular educational environment should occur only when the severity of the child’s disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. This is commonly referred to as the least restrictive environment (LRE) mandate.

### ***Section 504***

A Section 504 Plan is developed to ensure that a child who has a health condition or a physical disability identified under the law and is attending an elementary or secondary school receives accommodations (for example, taking medication during the school day) that will ensure the child’s access to the learning environment. Students with 504 Plans do not require specialized instruction, but, like the IEP, a 504 Plan should be updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances, which may include but are not limited to asthma, diabetes, and seizure disorders. Children in special education should have accommodations listed in their IEP and may or may not require a separate Section 504 plan.

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## COUNSELING SERVICES

All students at Prescott have access to our school counselor, Marisa Mathews, during the school day. School counselors work with students in three domains: academic, postsecondary/career, and social-emotional. There are myriad reasons why a student would benefit from meeting with their school counselor. Some examples are below:

| Domain               | Examples (not an exhaustive list)                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Academic             | grades, attendance, middle/high school transitions, executive functioning skills, goal setting                                         |
| Postsecondary/Career | high school applications, college readiness, career development                                                                        |
| Social-Emotional     | mental health concerns, stress, grief, friendship and social skills, empathy, conflict resolution, emotional regulation, coping skills |

School counselors support students in a variety of ways, called “tiers”.

| Tier         | Examples (not an exhaustive list)                                                                                                       |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1 - Everyone | classroom lessons, schoolwide events                                                                                                    |
| 2 - Some     | small groups focused on a specific topic, such as stress or grief                                                                       |
| 3 - Few      | one-off “check in” sessions; short-term (6-8 sessions) solutions-focused counseling sessions based on individual needs; crisis response |

Referrals for counseling services typically come from teachers, but [families can refer their children](#), and [students can refer themselves](#). If students are recommended for a small group or weekly counseling sessions, students will bring home a “notice of assignment” to make families aware. The notice of assignment has passive consent, meaning that if the form is not returned within two weeks declining the service, services will begin.

All counseling services are confidential, unless the student is or wants to harm themselves or someone else, or if someone is harming the student. In general, if families want to know what is discussed in counseling sessions, the school counselor can provide topics and a general overview but cannot provide specific details.

There are times when students are in need of services but they are outside the scope of the school counselor, such as needing long-term therapy services or when a concern is affecting the student at home but not at school. In these cases, the school counselor will work with the family to refer them to an appropriate outside agency.

## **POLICIES AND CODES**

### ***Attendance, Punctuality, Arrival, and Dismissal***

We believe that regular attendance and punctuality are crucial for student success. Our policies outline expectations for attendance, tardiness, and make-up work. We emphasize the importance of being present and actively engaged in the learning process while acknowledging the need for flexibility in certain circumstances.

Prescott Elementary has a goal of 96% attendance. Families, with the support of teachers and schools, help students achieve strong attendance records and lay a solid foundation for future success in school and after graduation. Families can help children achieve good attendance and stay on track at every grade level by:

- Understanding CPS attendance expectations
- Making sure their child is prepared for the school day
- Notifying the school when their child stays home

### ***Arrival***

Students may enter the school grounds after 8:30 am, when supervision on the playground begins. Between 8:30-8:40 am, students may enter the cafeteria to eat breakfast. Only students eating breakfast may be in the cafeteria. During inclement weather, students will be directed to their designated spot to wait for their homeroom teachers who will pick up their homeroom class at 8:45 am.

If students arrive at school prior to 8:30 am and are not part of a before school program, they must stay outside of the school regardless of weather conditions. Please plan accordingly. Students may not wander the building or unpack their belongings before 8:45 am unless they

have permission from a staff member. Students wanting to complete homework, or needing assistance with school work, may contact their teacher directly for permission to be at school before 8:30 am. Students who have permission from teachers will be met at the door by their teacher and escorted into the building at the agreed upon time.

Arriving at school on time can make the entire day run more smoothly for students. When students are late, they can feel rushed, frustrated, and behind. Being on time means that when the bell rings, students are in line with their class. Students who are tardy must obtain proper documentation from the school office before proceeding to class.

Instruction begins promptly at 8:45 am daily. Regular attendance and promptness are essential for good performance. Each student should strive to be at Prescott by 8:35 am. Students arriving after 8:45 am must enter through the doors on Wrightwood to receive a tardy pass from the office. Students should bring their tardy pass to their homeroom teacher. Any students who are tardy or absent from school are responsible for assignments and homework from that day.

### ***Dismissal***

Please see the 2023-24 dismissal map linked here:

 [Copy of Student dismissal Map Prescott School 2023-24](#)

\*At dismissal, students should continue home or with an approved pick up person. Students who are not picked up by 4:00 pm will be escorted to the office. While waiting for pick-up, students are expected to use appropriate language, walk, and older students should be mindful of younger students nearby. Any student in an after school sport, club, or activity may not leave the building at dismissal and then return.

### ***Early Dismissal***

A high volume of early dismissals causes frequent interruptions to classroom learning activities. In order to minimize such interruptions, the following procedures are in place at Prescott: Parents must NOTIFY THE HOMEROOM TEACHER AND THE OFFICE CLERK in writing with the DATE and TIME of the dismissal. This should be done no later than 7:30 am. Parents can also send a note with the student on the day of the early dismissal. If these notification deadlines are not met, students will be released for early dismissal at the teacher's discretion or during classroom transition times. Students will not be dismissed between 2:45 pm and 3:45 pm without advanced notification. Students are responsible for the work and learning that took place while they were gone.

More information on attendance policies at CPS can be found [here](#).

### ***Dress Code***

Our dress code policy ensures that students' attire is appropriate for a learning environment while allowing for individual expression. It promotes safety and a sense of belonging while considering cultural, religious, and personal preferences. Our dress code fosters a sense of professionalism, respect, and equality among students.

### ***Prescott Uniform Guidelines:***

Students may wear Prescott polo or long sleeve shirts (with Prescott logo), Prescott Spiritwear T-shirts, OR plain solid polos in Prescott colors (white, red, gold, navy blue, gray) with navy blue, black, gray, or khaki plain pants. Pants must be solid, without patterns, stripes, logos other than Prescott. Students can also wear a Prescott club/sport shirt. Students can also wear navy, black, or gray dresses, skirts, or jumpers that are plain with no logos or patterns. In warmer months, students can wear navy, black, gray, or khaki plain solid shorts. No stripes, patterns, or logos other than Prescott will be allowed. No denim is allowed.

During cooler months, students may wish to wear a sweater or sweatshirt. Prescott sweatshirts OR plain solid (free of graphics or writing) sweatshirts in the Prescott colors (white, red, gold, navy blue, gray) are acceptable. Other jackets, fleeces, hoodies, or sweaters will not be allowed to be worn in inside spaces. Hoods cannot be worn on the head. If a student puts up their hood, they will be asked to take it down. If multiple reminders occur or redirection from staff is ignored, students will be referred for disciplinary action/restorative action.

Students who come to school out of uniform will be asked to call home so that a uniform can be brought. If a uniform can't be brought to school, the student will sign out and borrow a uniform from the office that day and then return it washed the following day. If multiple instances occur, students will be referred for disciplinary/restorative action based on the district's policy for further intervention.

\*Please see the Prescott Parents [website](#) about how to order uniforms. If you have questions or need assistance with obtaining uniforms, please reach out to Prescott Parents ([prescottschoolchicago@gmail.com](mailto:prescottschoolchicago@gmail.com)).

### ***Uniform Free Option (UFO)***

#### **Fridays via the Prescott Parents Fundraiser**

Families can purchase UFO for every Friday of the school year during the fall fundraiser hosted by Prescott Parents during the beginning of the school year.

- Families purchase this option for each student
- Reduced rates are available for those families who may not be able to afford the full price
- An additional donation option is available for the community to fund additional students

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Additional UFO Days may be designated by the school, grade, or classroom during special events such as, but not limited to, Spirit Week, the Literacy Parade, and as prizes won during the Annual Benefit or other events. These dates will be designated ahead of time and communicated to families by the teacher or school.

Eighth Grade students will be allowed UFO Days during the last 2 weeks of school.

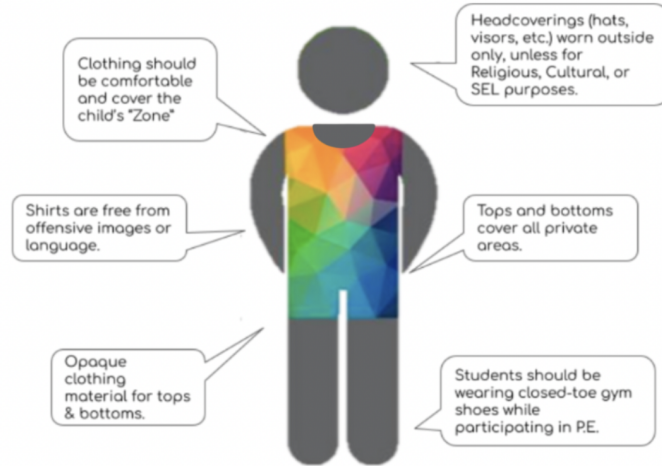
### ***Prescott Uniform Free Option (UFO) Guidelines***

#### **Goals:**

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

#### **Attire Options:**

- Any Uniform options
- Patterned or denim pants, shorts, skirts, dresses
- Non-Uniform shirts, sweatshirts, zip-ups, hoodies (with hoods down)
- All clothing must comply with the above stated Goals



\*For approval of head coverings, fill out the google form to set up a time to meet with the behavioral health team: [Form](#)

\*The administration reserves the right to determine what constitutes appropriate dress. Prescott will abide by the CPS Student Rights and Responsibilities handbook to address dress code violations.

### ***Digital Etiquette/Citizenship***

Our digital etiquette and citizenship expectations and supports emphasize responsible and respectful use of technology. It guides students in understanding appropriate online behavior, privacy considerations, and the responsible use of digital communication and learning tools. We encourage positive interactions, discourage cyberbullying, and promote empathy and kindness in the digital realm.

No use of electronic devices (i.e. iPods, MP3 Players, earbuds, headphones, video gaming Systems, cell phones, Apple Watches etc) will be accepted during the school day. Cell phones can be important for safety and communication purposes both before and after school. ***However, at no point during the school day can a student access their cell phone or any electronic device.*** In emergencies, the student should notify a teacher or staff member who can contact family members or emergency personnel.

School is not a place for use of personal electronic devices. Therefore, once a student engages in a school-related function (e.g., arrival, field trip, hallway), no electronic devices of any kind should be seen or heard. Cell phones must be turned off and headphones/earbuds safely stored. If

an adult sees or hears a student using an electronic device, the device will be taken and kept in the main office for the day. These items can be used again once students have exited the building. Students will be responsible for informing their parents that their device was taken and must be picked up. If a second instance occurs, the student will be referred for disciplinary/restorative action based on the district's policy.

### ***iPads/chromebooks/other learning-based devices***

Technology is used as a learning tool. It is also a privilege and as such, needs to be treated with care and respect. Students may only use the Chromebook, iPad, or other learning-based device assigned to them by their teacher. Technology skills will be assessed each quarter. If equipment damage occurs, the student is responsible for any repairs which can range from \$30-\$350. Additionally, when using the internet, students should only visit sites assigned by their teacher. Students visiting websites that are not part of a task will be subject to consequences as outlined in CPS' Acceptable Use Policy. **Please see the one-to-one Technology Policy for more information.**

### ***Social media and text groups***

At Prescott, we care about the whole child, including things that happen outside of school. While it may not seem like it, things that happen outside of school do directly impact relationships and student well being in the school setting. Please be aware that any information reported by students regarding improper use of social media including posts, comments, or text exchanges that harm members of our student community, will be investigated and directed to the office of student protections. This has become a very serious issue in schools nationwide, and we want to educate our students and families on safe and responsible ways to engage with social media.

Below are some guidelines to consider when making decisions about how your child engages in social media and on which platforms you choose to use.

- **Responsible Use:** When engaging online we should encourage students to engage in positive online interactions, treat others with respect, and follow the school's code of conduct while using social media platforms.
- **Age Restrictions:** Please review age guidelines and restrictions for apps. The website Common Sense Media has age guidelines and reviews for many apps on their [website](#).
- **Privacy and Safety:** Be mindful of privacy settings, the importance of protecting personal information, and the potential risks associated with sharing personal details online. Students should maintain private profiles and use privacy settings to control access to their information.
- **Cyberbullying and Harassment:** Cyberbullying, harassment, or any form of online misconduct including but not limited to inappropriate posts, comments, or text messages



will not be tolerated. Students and families should report incidents of cyberbullying or harassment to a trusted adult or school authority.

- Digital Footprint and Reputation: Even things that you think you delete can remain online forever. Please think before you post. Your online activities can have long-lasting consequences.
- Parental/Family Involvement: If you choose to allow your child to be active on social media, it is expected that you are actively monitoring your child's social media usage and guiding them in responsible online behavior. This includes, but not limited to, monitoring text messages, setting screen time limits, or turning commenting off on your child's social media accounts.
- Ongoing Education: The importance of ongoing education and awareness about social media use, online safety, and digital etiquette and citizenship is crucial. The following website is a great resource for parents [Common Sense Media](#).

### ***Academic Honesty and Integrity around Technology***

Integrity is an important character trait to develop as a student and a person.

Academic honesty starts at the earliest of ages and ALL students will have consequences for the misuse of technology in school.

Students should take pride in doing their own work. In grades 5-8, cheating is not limited to but includes copying answers from another student, copying answers from online (e.g., ChatGPT), and plagiarizing others' work. If cheating occurs, students may be required to re-do the assignment and may receive an F in addition to disciplinary action. Every year with evolving Artificial Intelligence (AI), there seems to be more and more ways that challenge students to have integrity in their work and use these as tools to enhance their learning, not do the learning for them. We will continue to discuss with students what this looks like in school and we ask that parents support this discussion at home. The long term consequences are far more concerning for us than the mistakes students make in middle school. This is why we take it very seriously now.

As highlighted in more detail below, students and CPS staff must adhere to the Student Acceptable Use Policy (AUP) and the Staff Acceptable Use Policy found at <https://policy.cps.edu/download.aspx?ID=203> and <https://policy.cps.edu/download.aspx?ID=2>, which establishes the standards for acceptable electronic activity of students, employees and other authorized Users accessing or using the district or school technology, internet and network systems regardless of physical location and also the electronic communication between students and CPS staff and other adults who work in schools. For more information regarding the Acceptable Use Policies, please visit <https://cps.edu/AcceptableUsePolicy/Pages/aup.aspx>.

## ***Student Absences and Missed Learning***

### ***Reporting Absences***

While it is important to be at school on time, every day, we understand that there will be times when students have to miss school for various reasons. When reporting a child absent, you must use Aspen to submit official notice and documentation. We encourage you to also notify your child's teacher(s) as well. Please see this document for information on how to submit absences into aspen.

 [ASPEN E-ABSENT NOTES](#)

### ***Missed Learning***

When students miss school, it can lead to learning loss. Depending on their age, it is your or your child's responsibility to contact teachers and make up for any missed learning. Teachers will work with students to provide sufficient time to submit or complete assessments. Teachers are not required to provide class assignments and homework in advance of planned absences. Be aware that some learning is difficult to replicate outside of the classroom setting.

If a student is absent on the day of a test or quiz, contact the teacher about how best to make-up that assessment during non-instructional time. Depending on when in a quarter a student is absent, they may not have an opportunity to make up assignments or assessments as the district locks the gradebook at 5pm on the last day of the quarter, so there is no way for teachers to enter scores after that time. ***It is extremely important to be at school on time, every day.***

## ***Student Illness and Medication***

### ***Student Illness***

Since illnesses spread quickly among young children, any child who appears to be sick should stay home. The following symptoms are signs that your child should stay home from school:

- A fever (without the use of fever reducing medications) anytime in the past 24 hours
- Vomiting anytime in the past 24 hours
- Diarrhea anytime in the past 24 hours
- Stomach ache, headache, or body aches
- Frequent coughing
- Runny nose
- Rash
- Other complaints of feeling sick or overly tired

Even if your child shows just one of these symptoms, it is important that he or she stays home.

### ***Covid Guidelines***

Please refer to the following guidelines if your child has tested positive for COVID.

 [COVID-19 Guidance for Prescott Families and Staff.pdf](#)

### ***In School Medication***

Refer to the forms linked below that are required based on your student's health condition, medications, or the health requirements for enrolling at your school. Bring these forms to your health care provider and return them to your school. CPS staff will review the forms and may contact the medical provider to clarify services required during school hours. While these forms often say "physician," they may also be completed by other medical providers (MD, DO, APRN or PA). ***At no time should students be sent to school with medication to administer themselves without an authorized form submitted to the school. This includes over-the-counter medications such as Tylenol, Advil, Alleve, etc.***

- [Physician Request for Administration of Medication](#)
- [Physician Request for Self-Administration of Medication](#)
- [Parent Request for Self-Administration of Medication](#)
- [Parent Request for Administration of Medication](#)

To view these forms in Spanish:

<https://www.cps.edu/services-and-supports/health-and-wellness/health-forms/>

### ***Health Requirements***

Please refer to the Office of Health and Wellness Student Health Handbook [here](#).

### ***Healthy Eating***

\*Refer to cps.edu for weekly menu of breakfast and lunch items-add link

Healthy eating at Prescott plays a crucial role in promoting the overall well-being and academic success of students. Prescott follows CPS's healthy schools [policies](#) related to food. These policies work in tandem with parental and community efforts to create a holistic approach to promoting a healthy lifestyle among students.

The Chicago Public Schools Board of Education passed a policy regarding healthy eating at schools. Below is a summary of the policy.

- [Healthy Celebrations, Rewards, and Fundraising](#)
- [Healthy non-food rewards](#) - Action for Health Kids
- [Competitive Food Nutrition Standards](#)
- [Smart Snack List Guidance - USDA](#)
- [Smart Snack Calculator](#) - Alliance for a Healthier Generation

### ***Student Birthday Ideas***

updated: 7/30/23

The following is a list of healthy snacks/alternatives for student birthdays. Parents must get the birthday snacks approved by the classroom teacher. Here are some examples. A complete list can be provided by your child's classroom teacher upon request.

- Veggies - individually wrapped and pre-packaged veggies
- Rold Gold Pretzels, Braided, Twists
- Sunchips
- Stacey's Pita chips
- Pepperidge Farms Goldfish
- Keebler Brand - Wheatables, Grahams, Club Crackers, Town House
- Thomas Brand Bagels
- Sorrento Shapesters and Stringsters
- Sunkist Fruit snacks. Fresh fruit-bananas, mandarins, and individually wrapped and pre-packaged apple slices
- Sunsweet Apricots
- Sunmaid Raisins, Apricots

Non-Food items:

- Pencils
- Sitting at lunch with your child and his/her class
- Leading a game during recess
- Participating in a read aloud or volunteering in the classroom (with permission from the classroom teacher)

**In addition to the district policies, the following expectations pertain specifically to Prescott School:**

- Gum is not allowed to be chewed anywhere in the school. Gum is confiscated and not returned to students.
- Healthy classroom snacks are set up by individual grade levels-refer to homeroom teacher for more information
- Students cannot share food at school to prevent allergic reactions.
- Students may drink water throughout the day but not other liquids. They may use a water bottle to refill at drinking fountains according to their teacher's scheduled time.
- Foods must be eaten in the cafeteria or designated eating spaces outside, or within the classroom guided by the classroom teacher.

updated: 7/30/23

If students are found chewing gum or eating candy (outside of a designated eating time), they will be told to discard in the trash.

### ***Lunch and Recess***

Lunch and recess expectations and supports in schools are essential for creating a positive and healthy environment that supports students' well-being, social development, and academic success. These expectations and supports outline guidelines and procedures for mealtime and recess activities. Here are some key components for lunch and recess expectations and supports:

- **Scheduled Time:** Students have a designated time (Recess 20 minutes/Lunch 30 minutes) for recess and lunch every day, as required by [district](#) and [state](#) policies. Lunch and recess for the entire school often stretches over a 3 hour period and different grade level classes may have times together depending on class size and space.
- **Meal Nutrition:** Students should have nutritious meals during lunchtime. The school meal program adheres to the national dietary guidelines to ensure students receive balanced and nourishing meals. We offer a variety of healthy food options, such as fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. Students are also allowed to bring a lunch made at home. The amount of unhealthy “snack” food brought from home should be limited to one item. Water is the preferred beverage at school throughout the day. Students should have a water bottle with them to refill at the drinking fountain as often as they need.
- **Allergen/Intolerance Management:** If your student has a food allergen/intolerance, please contact the office before the start of school. The case manager will set up a plan for your child throughout the day and at out of school functions. We set up protocols for lunch and snack time based on the allergy and the dynamics of other student allergens in the classroom. These will look different from year to year. You will be notified of the process once it is officially approved and implemented.
- **Mealtime Environment:** Students will be responsible for taking care of their personal items and cleaning up after themselves. Expectations around table manners, respectful communication, and noise levels will be outlined at the beginning of the year.
- **Recess Activities:** Students will have options to engage in several different recess activities such as self-organized sports (football, soccer, etc), playground equipment (monkey bars, slides, etc.), the Gaga pit, and self organized running and

chasing games. *Traveling to Wrightwood Park:* Due to limited space, classrooms may have recess and PE at Wrightwood Park on occasion. When crossing Ashland, it is vital that all students adhere to the rules of the recess monitor or teacher when traveling to Wrightwood Park. Wrightwood Park is a public space. It is important that all students be respectful of the space by sharing it with the community and keeping it clean.

- Supervision during lunch and recess will be carried out by staff other than your child's classroom teacher. We try to keep supervision consistent throughout the year, but there will be days your child may be supervised by a different staff member. Security and Restorative Practices Coordinator are also available to assist with crisis situations and/or conflict resolution during these times.
- Conflict Resolution: Students are taught conflict resolutions and social skills through our SEL curriculum. Recess and Lunch are the times they practice these skills the most. We use a restorative approach when facilitating discussions between students who are in conflict. We emphasize the use of peaceful and respectful communication and teach strategies which promote empathy and understanding, and perspective taking. You can find more information regarding our Restorative Practices below.
- Accidents and Injuries: Prescott has protocols set up if your child were to be injured during lunch or recess. Staff will administer first aid, parents will be contacted, and a report will be written for documentation purposes .
- Communication with Parents: Prescott has a system in place for communication with parents specifically around lunch and recess. As stated above, if your child is physically injured in any way, after administering first aid, parents will be contacted. Similarly, if your child was involved in a social conflict or incident, you may also receive communication detailing what took place.

### ***Care for School Environment-Materials/Property/Spaces***

We value and respect the school environment and the property within it. We expect all students to take responsibility for their actions and demonstrate good citizenship by treating school property, including buildings, equipment, materials, and spaces with care and respect. Our response to property damage aims to promote accountability, encourage responsible behavior, and ensure the preservation of our school community. The following guidelines outline our expectations:

- Prevention and Education: Our school is committed to preventing property damage incidents through proactive measures. We provide education and awareness programs to students, emphasizing the importance of responsible behavior, respect for property, and

the consequences of property damage. We aim to foster a sense of pride and ownership among students for their school environment.

- **Respect for Property:** Students are expected to show respect for school property and the property of others. This includes classrooms, playgrounds, cafeteria, common areas, and any other school facilities. Students should use school property as intended and refrain from any actions that could cause damage or defacement.
- **Proper Use of Materials and Equipment:** Students should use school materials, supplies, and equipment in a responsible and appropriate manner. This includes textbooks, computers, science materials, art supplies, sports equipment, and any other resources provided by the school. Any intentional misuse or reckless behavior that leads to damage will not be tolerated.
- **Reporting Damage:** Students should promptly report any instances of property damage they witness or become aware of to a teacher, staff member, or school administration. This helps ensure timely intervention and proper resolution of the situation. Reporting damage is a responsible act that contributes to maintaining a safe and functional school environment.
- **Restitution and Responsibility:** Students found responsible for property damage to school property or the property of others will be expected to take responsibility for their actions. Consequences may include restitution or repair or replacement costs, participating in restorative practices, loss of privileges, and additional disciplinary measures as deemed necessary by the school administrators. This may involve actively participating in restitution efforts, such as repairing or replacing damaged property, cleaning up, or other restorative actions aimed at repairing harm caused to the school community. These consequences are designed to promote learning, personal growth, and the understanding of the impact of one's actions.

### *Cubbies, Hooks, and Cubbockers*

All students have a personal space that is designated for them to keep their school belongings. In grades K-5, these are housed in the classrooms in the form of hooks or cubbies. In grades 6-8, students receive a “cubbocker” bin. Cubbockers are intended to store classroom materials, not food or personal items of value (sentimental or monetary). The school has the legal right to search any cubbocker with reasonable cause. Should a cubbocker become unusable, it can be replaced for the purchase price of \$15. *Students should not keep personal items in their designated spaces as Prescott is not responsible for lost or stolen items. **Personal belongings will be kept in homerooms on hooks until the end of the day.***

Students in grades 6-8 may use a tote bag (no zipper) to carry materials and supplies to classes.



[Link to amazon for tote bag](#)

However, at no time is a student allowed to carry a purse, fanny-pack or backpack to class. These must be kept in their homerooms along with any technology devices that aren't used for learning (phones, Iwatches, etc.).

### *Community Spaces*

- Learning Spaces

Prescott has several community learning spaces. These are typically tables located outside of classrooms. Classroom teachers determine how these spaces are best used for student learning. Any student utilizing the lounge or community learning space should adhere to the expectations set up around them.

- Cafeteria Space

Prescott's cafeteria is located in the basement of the building. Students in grades K-8 will eat lunch in this space. From time to time, the space may be used for school events, celebrations, class, etc. It is a versatile space at Prescott in order to accommodate all the learning we want to offer students.

- Bathroom Spaces

Some Prescott bathrooms are non-gender or gender-neutral bathrooms, also known as all-gender bathrooms or inclusive bathrooms. These are facilities designed to accommodate individuals of any gender identity expression. These types of bathrooms promote inclusivity, respect, and equal access for all individuals, regardless of their gender identity. Bathrooms at Prescott are labeled as all gender (1st floor), girls+ (3rd floor), or boys+ (2nd floor). These district policies affirm the rights of individuals to use the bathroom that aligns with their gender identity and explicitly prohibit discrimination or harassment based on gender identity or expression.

- Prescott implements educational programs and initiatives to raise awareness and promote understanding about gender diversity, inclusion, and the importance of non-gender bathrooms. We strive to create a culture of acceptance and respect.
- [Information on how Prescott has implemented this district policy](#)



### ***Safety/Emergencies***

The school prepares students for and practices drills including evacuation, shelter-in-place, lockdown, and other safety measures.

In case of an emergency, families should call the school's main office at 773-534-5505. Do not call your child's cell phone number, because then school staff do not know the circumstances and cannot coordinate an appropriate response and support. Once you call the main office, the school will work with you for appropriate next steps.

## **FAMILY INVOLVEMENT**

### Prescott School Calendar

[School Calendar 2023-2024](#) (continuously updated)

### Prescott Organizations

- Prescott Parents, a 501(c)3 offers a range of community engagement and fundraising support. [www.prescottparents.com](http://www.prescottparents.com)
- The Local School Council (LSC) is an elected board that works within the school. Public participation is encouraged!
- Prescott has received strong commitments from Alderman, State, and US Representatives

## **ENRICHMENT**

### ***School-wide Events and Field Trips***

Field trips and school events expectations and supports are crucial for ensuring the safety, organization, and educational value of off-campus activities and on-campus special events. These expectations and supports provide guidelines and procedures that outline expectations during these events.

- School events include but are not limited to movie nights and family nights. **All events require parent supervision unless teachers make clear different expectations before each event.**
- **Students must adhere to the Student Code of Conduct and Prescott behavior expectations during school events on- or off-campus.** All students are expected to demonstrate the characteristics of being safe, respectful and responsible. All events are a privilege and any student

updated: 7/30/23

who displays inappropriate conduct during school related activities may lose the privilege of participating in certain events.

- **Parent/Guardian Volunteer:** We love having volunteers during school events and field trips. There are many ways to stay involved in the classroom. We will always need helpers for class trips, celebrations, and special classroom activities. PLEASE let us know if you are interested in being a room captain. Room Captains act as liaisons between the teacher and the other families in the classroom. Your classroom teachers will reach out with volunteer opportunities. In order to become a volunteer at Prescott, CPS requires parents to complete the following forms online- <https://www.cps.edu/services-and-supports/parent-engagement/volunteer-programs/>


### ***Before and After School Programming***

There are many sports, clubs and activities offered to students throughout the school year. It is important for all students to honor their commitment to the sport, club, or activity. Any student who joins a sport, club, or activity is expected to attend all sessions and remain committed until the program's conclusion. No student may leave the activity without permission. Additionally, a parent must sign out the student in the main office from all before and after-school programs if the student intends to leave early. Many clubs and sports require students to maintain minimum academic expectations to participate. Appropriate and respectful behavior is expected for participation in any club or sport. Expectations related to grades, behavior, and attendance will be shared by the staff sponsor prior to the club's first meeting.

#### Chicago Children's Choir

Prescott partners with [Chicago Children's Choir](#) to offer programming for students beginning in 3rd grade. The choir performed at Blue Man Group in 2016 and also performs annually at Navy Pier and Millennium Park.

#### Prescott Staff Hosted Programming

Prescott hosts a variety of  Before and after-school activities and extra curriculars at Presco... which in the past has included:

- *Battle of the Books:* multiple teams compete to identify 21 books and authors read in three months.
- *Mathletes* and *Math Counts* teams: students practice and enter competitions in Chicago and state levels.
- *Art Club* partners with *Alliant Credit Union Foundation* and *United Airlines* in the annual *Fantasy Flight* among other projects.
- Reading and math tutoring programs grow students at all levels.
- *Drama Club:* annual productions include *Charlotte's Web*, *Stinky Cheese Man*, *James and the Giant Peach*, and more.
- [Girls on the Run:](#) Fall and Spring program encourages girls in 4-8th grades to know and activate limitless potential.

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- [Future Problem Solving Program](#)
  - 2023: A record 7 teams competed in the state competition with one team placing 6th in the state.
  - 2022: 4 of 4 teams earned berths in the state competition
  - 2021: 3 of 4 teams earned berths in the state competition; one team earned a berth in the international (virtual) competition
  - 2020: 4 of 5 teams earned berths in the state competition; 2 students won entrance to the international competition which took place virtually, placing 2nd with a team and 5th overall.
  - 2019: all 3 teams earned finished in top 5 in state orals and 1 student won entrance to international competition.

### Right at School

Prescott offers before and after school care through the Right At School program. Right at School is a fee-based program that offers classes before (7:30-8:30 am) and after school (3:45-6:00 pm) daily. For more info, visit [rightatschool.com](http://rightatschool.com). Each day, students complete homework, play games, engage in physical activity and participate in arts and crafts. The program is held at the school and is open every day that school is in session. Prescott also offers several before and after-school enrichment programs through Right At School 2023/2024 schedule pending.

### *Athletics*

Athletics provide students with rich opportunities to develop sports skills, camaraderie, a sense of team and purpose, and resilience through setbacks and triumphs. Prescott School eagerly supports a variety of athletics to benefit all eligible students.

 Before and after-school activities and extra curriculars at Prescott School

[CPS Score: Elementary School Sports](#)

[SCORE Parent Consent and Release Form](#)

## **RESTORATIVE PRACTICES & DISCIPLINE**

Prescott is beginning to implement restorative practices over the next few years. This part of the Prescott handbook is designed to provide parents and guardians with valuable information about restorative practices and their role in supporting a positive and inclusive school community. Restorative practices focus on building and repairing relationships, promoting accountability, and fostering a sense of belonging for all members of the school community. By familiarizing yourself with restorative practices, you will be better equipped to engage in the process and support your child's growth and development. The restorative practices handbook linked [here](#) serves as a guide to understanding restorative practices and their implementation in our school. We encourage you to engage in conversations with your child, school staff, and other parents to

further explore restorative practices and their impact on your children's well-being. Together, we can make a positive difference in our school community and empower our children to grow as responsible and compassionate individuals. Remember, restorative practices are a continuous journey, and we appreciate your partnership in creating a restorative and nurturing environment for all.

“Restorative Practices” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs. Restorative practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

### ***STUDENT CODE OF CONDUCT (SCC)***

Prescott follows the *Student Code of Conduct | Chicago Public Schools*. The Chicago Public Schools (“CPS”) Student Code of Conduct (“SCC”) supports schools in maintaining safe, nurturing, participatory and productive learning environments. Students must abide by the [SCC \(http://policy.cps.edu/download.aspx?ID=263\)](http://policy.cps.edu/download.aspx?ID=263) and are subject to interventions, and in some cases, discipline for violation of the SCC. All employees in the school are responsible for ensuring that students abide by the SCC. Teachers should enforce it within their classroom and make every effort to correct student behavior in the classroom without excluding the student. When that is not possible, teachers should refer the student to the school disciplinarian/Restorative Practices Coordinator for appropriate additional steps. The disciplinarian/Restorative Practices Coordinator will consult with the referring teacher and administration. Prescott practices principles of restorative practices. Except in compelling circumstances, before seeking more severe discipline, the school must pursue ways to examine what caused the student’s misbehavior and work with the student and others to identify the root cause of the behavior and assign appropriate interventions or discipline.

*For more information regarding a students' rights and responsibilities, please review the Student Rights and Responsibilities brochure at*

<https://drive.google.com/file/d/1acTkxxnnddUFJwJgm2woPC6bgp1U2m5Rs/view>

## ***Parent Videos***

The following videos will give you a quick overview of aspects of restorative practices and the discipline process we want families to be very familiar with.

**Video #1: [Discipline at Prescott](#)**

**Video #2: [Tools of Restorative Practice](#)**

**Video #3: [Restorative Communication](#)**

**Video #4: [Office Of Student Protections: Bullying](#)**

**Video #5: [Office of Student Protections: Bias Based Harm and Sexual Misconduct](#)**

## ***Parent Resource Folder***

This [folder](#) contains important resources discussed in the Parent Videos. These will be updated throughout the year with pertinent information for parents and families related to Restorative Practices and discipline at Prescott.

## **GRADE LEVEL SPECIFIC INFORMATION (Coming Soon!)**

This handbook is an overview of our school-wide policies and provides information to families with students grades K-8. Below you will find grade level specific information provided by your child's teacher(s). The information in these documents will be explained more thoroughly during Curriculum Night. Please write down your questions and bring them with you!

## **SCHOOL INFO**

### ***School Hours and Contact Information***

**School Hours:** 8:00am-3:45pm

**School Main Line:** 773-534-5505

**Principal Roche:** [eroche@cps.edu](mailto:eroche@cps.edu)

**Assistant Principal:** TBD

**Prescott Parents:** [prescottschoolchicago@gmail.com](mailto:prescottschoolchicago@gmail.com)

**[Google Form](#)-Please sign the attached form verifying you have reviewed the information in the Prescott Student and Family**

**updated: 7/30/23**

***Handbook 2023-24.***

**updated: 7/30/23**