

AACA

ALPHONSUS ACADEMY
& Center for the Arts

Parent-Student Handbook

Revised July 2021

*AACA adopts and adheres to all Archdiocese of Chicago policies wholly
as detailed on the following website: www.ocs.archchicago.org*

School

1439 W. Wellington Ave.
Chicago, Illinois 60657
Phone: 773-892-1397
<http://www.aaca.school>

Parish Office and Rectory

1429 W. Wellington Ave.
Chicago, Illinois 60657
Phone: (773) 525-0709
Fax: (773) 525-3238
<http://www.stalphonsuschicago.org/>

AACA SCHOOL MISSION & VISION

MISSION

We inspire and develop the whole child in an enriching environment combining academic excellence, an arts-integrated curriculum, and a supportive Catholic family.

VISION 2023

AACA strives to be the home for families who value:

- Continued academic excellence with a commitment to student-centered and personalized learning.
- Consistent integration of the arts into all aspects of the curriculum to deepen learning.
- Growth in Catholic faith formation with an increased emphasis on community and service.
- Culture of stewardship that strengthens our school, parish, and neighborhood.
- Diverse opportunities to explore extra-curricular interests in academics, arts, and athletics.

The Foundation areas:

- Highly Qualified Educators
- Social/Emotional Learning
- High School Readiness
- Technology Integration
- Financial Stability
- Campus Facilities

ADMISSIONS POLICY

1. **STATEMENT OF NON-DISCRIMINATION:** AACA is operated under the auspices of the Catholic Bishop of Chicago, a Corporation Sole, in the Archdiocese of Chicago. AACA admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. AACA does not discriminate on the basis of sex, race, color, or national and ethnic origin in the administration of educational policies, athletic, or other school-administered programs.
2. **PRIORITY LISTING FOR ACCEPTANCE:** The following represents priority for acceptance into AACA: Children of families currently enrolled in AACA are accepted provided the registration deadlines are met. (After siblings, priority is given to Parishioners, Other Catholics and Non-Catholics.)
3. **REGISTRATION REQUIREMENTS** include providing (a) an official copy of the student's birth certificate, (b) a Baptismal certificate (if applicable), and c) a non-refundable registration fee.
4. **TRANSFER STUDENTS**, in addition to the Registration Requirements above, must also provide (d) a record of compliance with local and State of Illinois health requirements and (e) notification records from the school previously attended and any evaluator reports regarding students' academic or cognitive functioning. All transfer students are subject to a 60-day probationary term. Should irreconcilable issues occur before this time frame is complete, enrollment at AACA is subject to cancelation.

5. **CONDITIONAL ADMISSION** may occur if (a) unmet financial obligations to another school exist, (b) a student may need special education accommodations, which AACCA may not provide, and/or (c) a student exhibits behavior requiring serious disciplinary measures.
6. **AGE REQUIREMENTS** are those of Illinois State law which states that a Kindergarten student must be five years old and a First Grade student must be six years old on or before September 1 of the current year in order to be eligible for admission.
7. **HEALTH REQUIREMENTS** are also set by Illinois State law. Physical examinations are required upon a student's entrance into Kindergarten, First Grade, and Sixth Grade. Forms sent home with students must be returned on the first day of school.
 - a. If the student has attended Preschool or Kindergarten elsewhere, parents should request that health records be forwarded. When students transfer to AACCA, health records are requested. If these records fulfill State requirements, another physical is not required. When the records are not available or do not meet the State requirements, a physical will be requested.
 - b. Parents who object for medical reasons must provide a doctor's statement that the immunization is contraindicated.
 - c. Any student not in compliance with the law will be excluded from school by October 15 of the current year.

ATTENDANCE

1. Daily attendance and punctuality is required during the entire regular school term.
2. Students will be given a pink tardy slip if they arrive after 8:00 am. After ten tardies, a meeting with a teacher or administrator is required.
3. Families must email teacher and Kim Wallett at kwallett@aacca.school if your child is going to be absent.
4. After 5 unexcused absences, a meeting with a teacher or administrator is required.
2. For the safety and security of our students, a call to school from the parent by 8:30 A.M. is required if a student is absent.
4. If possible, doctors' appointments should be made after school hours.
5. Students are allowed two excused absences to shadow at high schools in their 8th grade year.

BULLYING & HARASSMENT POLICY

Our goal at AACCA is to resolve any conflict in a positive, supportive manner. Teachers use Responsive Classroom and Positive Discipline in combination with Social Emotional Learning to create and maintain a positive environment of learning and growth. In some instances, in order to best support our students, other interventions and accommodations need to be put in place. This plan was constructed as a way to support each individual student through behavioral concerns that stretch beyond the scope of our classroom management plans. Through all steps of this process, we are dedicated to providing assistance to students to aid them in reaching their goals.

Definition of Bullying Behavior: Unwanted, aggressive behavior or language, including communications and pictures made in writing or electronically, directed at a student or students. There is a real or perceived power imbalance. The behavior is targeted

and repeated, or has the potential to be repeated, over time. It is behavior that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the themselves or their property;
2. Causing a substantially detrimental effect on the student or students' physical or mental health;
3. Substantially interfering with the student or students' academic performance; or
4. Substantially interfering with the student or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Victim: Person or People on the receiving end of bullying

Upstander: A witness to the bullying who stands up for the person being bullied either in the instance of bullying or by telling a trusted adult.

Bystander: A witness to the bullying who does not engage in bullying, but does nothing to stop the bullying or support the victim. Students that are identified as bystanders, will be involved in education lessons to support seeing something and saying something.

Forms of Bullying:

Bullying behavior may take various forms. These forms include: **(Instances of bullying given are just examples, not an exhaustive list).**

1. Verbal Bullying- Saying or writing mean things to another person with intent to hurt or perceived in that way - Including but not limited to: Teasing, Name-calling, Inappropriate sexual comments, Taunting, Threatening to cause harm
2. Social/Relational Bullying- Involves hurting someone's relationships or reputation- Including but not limited to: Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone in public
3. Physical Bullying - Hurting or touching a person's body or possessions - Including but not limited to: Hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures.
4. Cyber Bullying - bullying that takes place over digital devices like cell phones, computers, and tablets or anywhere where people can view, participate in, or share content. It includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. Some instances of cyberbully can cross the line into unlawful behavior.

Retaliation Policy: If bullying behavior occurs and is communicated to a teacher or trusted adult, any retaliation by a student toward the student(s) that communicated the behavior or the victim of the behavior, will also be considered bullying and will be treated as such.

	Initial Instance	2nd Instance	3rd Instance	4th Instance/Ongoing
Behavior Communicated on Adult Manager	Teacher managed	Leadership managed	Leadership and counselor managed	Leadership, counselor, problem solving team managed (teachers, SST, counselor, admin, parents)

<p>Response for Student(s) Engaged in Bullying Behavior</p>	<p><u>Consequence</u> -behavioral lesson (5 minutes or less) around appropriate behaviors (social skills, teasing, joking, making cruel comments) -Any classroom behavior management system consequence -parent contact (email/phone) -firm limits going forward (Now that student knows this is not appropriate behavior, they are expected to not engage in this behavior).</p> <p><u>Restoration</u> -Write a letter to the other student(s) apologizing for behavior.</p>	<p><u>Consequence</u> -loss of privilege where bullying behavior occurred (example, if the bullying behavior occurred at recess, student temporarily loses recess). -additional behavior lesson work (10-15 minutes) -additional adult structure/guidance to replace inappropriate independent decision-making (You no longer get to pick your group/spot in line, etc). -Parent contact (phone)</p> <p><u>Restoration</u> -restorative conflict resolution conversation between two (or more students), with administration/counselor present or in person apology if given permission by parents and appropriate based on the situation.</p>	<p><u>Consequence</u> -in school suspension with regular classwork and targeted lessons/work toward behavior (if age appropriate) -Family homework -Parent meeting with teacher and administration</p> <p><u>Restoration</u> -Decided in parent meeting with teacher and administration</p>	<p><u>Consequence</u> -in school suspension (if age appropriate) -initiate behavior contract - includes limits that can lead to out of school suspension and/or expulsion -may mandate out of school counseling</p> <p><u>Restoration</u> -Built into behavior contract</p>
<p>Response for Victim(s)</p>	<p><u>Restoration</u> -Apology letter from other student. <u>Support</u> -conflict resolution skill building (if needed) -emotional skill building (if needed)</p>	<p><u>Restoration</u> -restorative conflict resolution conversation between two (or more students) or in person apology if given permission by parents and appropriate based on the situation.</p> <p><u>Support</u> -conflict resolution skill building -social-emotional support with referral to school counseling services</p>	<p><i>Dependent on pervasiveness and indicated need(s)</i> <u>Support</u> -counseling, school psychological services, and community-based services. -family contact and support</p>	
<p>Response for Community</p>	<p>N/A</p>	<p><i>Dependent on pervasiveness and impact on classroom or grade level community</i> -Peace Circles -classroom community meetings -community reporting system to plan for future safety -parent communication meeting -targeted SEL lessons -family/school town hall</p>		

Letter:

1. The letter will follow this format:
 - a. Where was I and what was happening at the time?
 - b. What bullying behavior did I exhibit and to whom?
 - c. What was the result of that behavior?

- d. What will I do to make amends?
 - e. How can I do better next time?
2. A copy of the letter will be retained in the plan.

Behavioral Lessons:

1. Incident 1: Conversation/Formula Based
 - a. Identify bullying behavior - name it
 - b. Identify why it is hurtful - why is it bullying behavior?
 - c. What can the student do differently next time?
 - d. How can the student apologize or restore the relationship?
2. Incident 2: Lesson with activity
 - a. Counselor or teacher instructs students with lesson/reading on the behavior
 - b. Student completes activity/presentation
3. Incident 3: Lesson with family homework
 - a. Lesson on general bullying, not just specific to one behavior
 - b. Interactive, may include videos/testimonials (not from anyone at AACA)
 - c. Family reflection, work to do together

Investigation:

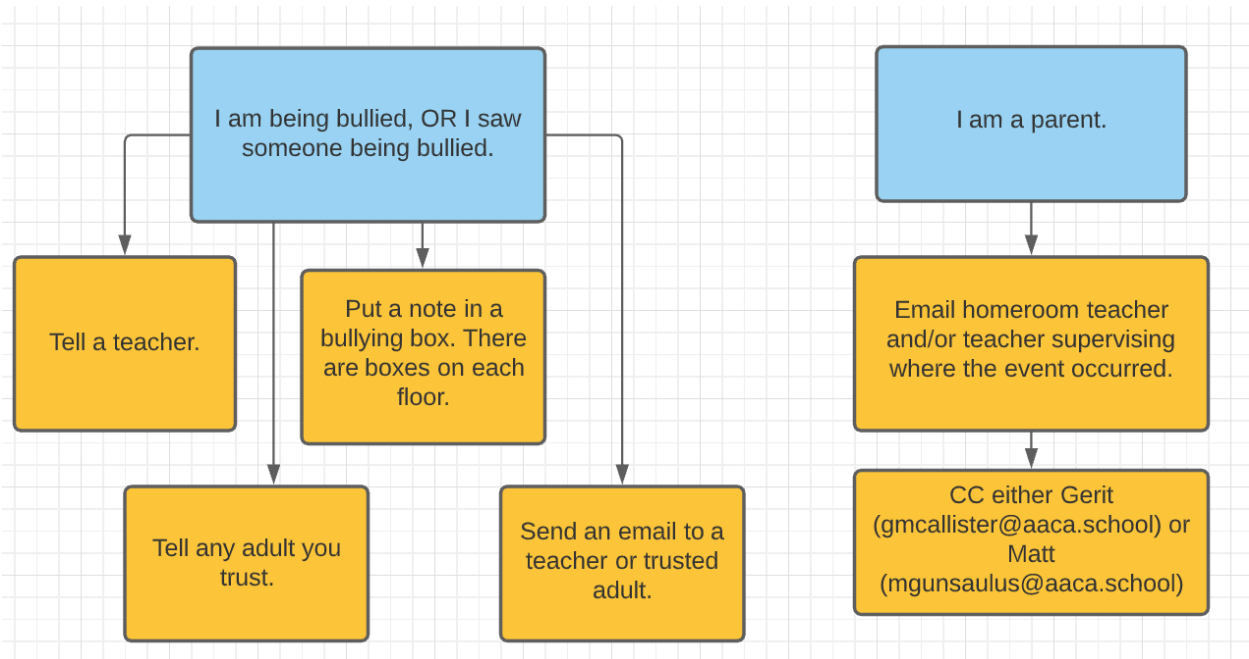
Every allegation of bullying will be fully investigated before it is considered bullying.

Steps in Investigation:

1. Teacher or Administration (based on number of incidences) speaks to student(s) who is/are on the receiving end of bullying.
2. Teacher or Administration (based on number of incidences) speaks to student(s) who is/are demonstrating bullying behavior.
3. Teacher or Administration (based on number of incidences) speaks to any witnesses to the behavior.
4. Any other pertinent information is evaluated.
5. Based on the number of instances, the team meets to discuss (admin, teachers, counselors, SST if applicable).
6. Parents of student(s) receiving end of bullying behavior and parents of student(s) that are demonstrating bullying behavior are contacted by email, phone, or to come in for a meeting (based on number of incidences).
7. If it is determined that bullying behavior occurred, the student(s) demonstrating bullying behaviors will either enter the bullying plan or will move ahead in the bullying plan, based on the number of instances. The students on being bullied will receive appropriate support as outlined in the plan. Any instance includes communication to administration. Administration will communicate next steps to any pertinent staff.

*If the length of time between instances is greater than 4 months, the team will meet to discuss next steps.

*Incidents of physical violence or sexual harassment or sexual suggestion will move to immediate in school suspension



COMMUNICATIONS FROM SCHOOL

1. Teacher/Administration newsletter and emails are sent out weekly.
2. School Messenger: School Messenger is an automated text/call/email communication system that allows for AACA to provide updates, alerts, and important information in a timely manner.
3. School website (www.aaca.school):
 - a. Calendar
 - b. Forms
 - c. Faculty directory
 - d. Link to Mangus and Mastery Connect
4. Social Media: Look to our social media pages for information about upcoming events and fun happenings throughout the school. *any important information will never solely be shared via social media. It will also be communicated in an email from administration, faculty/staff, or school board.
5. School board meetings occur the first Monday of every month at 7 pm. All are welcome to attend.
6. Reminders about communication
 - a. If you have questions involving classroom incidents/grades/homework, please reach out to teachers first, as they usually have more information.
 - b. Please only use teacher/administration personal phone lines when asked to by that teacher/staff member.
 - c. Please give staff members 24 hours to respond to an email/call during the week and 48 over the weekend.

- d. Teachers/staff members are expected to communicate with families about any urgent incident that occurs in school in a timely manner via email, phone call, or request for a meeting.

COVID PROTOCOL

Safety Protocols:

1. Masks
 - a. Indoors: All individuals, regardless of vaccination status, must wear a mask at all times except for while eating or drinking.
 - b. Outdoors: no masks required regardless of vaccination status. **(This is protocol for recess and PE classes. Due to the large concentration of people during dismissal and arrival, all students, staff, and parents on property must wear a mask, even when outside).**
 - c. Indoor masking provides the flexibility to remove restrictions around cohorts and activities, while allowing time to assess evolving Delta variants.
 - d. As per guidance last year, masks should be worn correctly. Students should keep an extra mask in their backpack. Gaiters are only permitted if they are three layers. Students that arrive without a mask will be given a mask upon entry.
 - e. All volunteers and visitors must also wear masks, regardless of vaccination status.
2. Social Distancing
 - a. Indoors:
 - i. Students will be at least six feet apart when masks are off while eating or drinking.
 - ii. When masked, three feet of distancing will be used whenever space allows.
 - b. Outdoors: no distancing requirement.
3. Ventilation:
 - a. Windows will be open when weather permits
 - b. Air purifiers in each classroom
4. Cohorts: We no longer will have specific cohorts.
 - a. Pathways will return in grades 5-8
 - b. Students will participate in full school masses
 - c. Athletics will resume (More information to come)
 - d. After school extracurriculars will resume (More information to come)
 - e. Field trips will resume
5. Visitors in building
 - a. Allowed
 - b. Must wear masks
 - c. Not exposed to anyone with Covid in the last 14 days
 - d. Free of Covid symptoms
 - e. Must be vaccinated
6. Cleaning
 - a. The building will be thoroughly cleaned each day
 - b. Tables will be disinfected between lunch periods
 - c. Surfaces will be cleaned multiple times per day.

- d. Desks and Tables will be wiped down between classes
- 7. Vaccinations
 - a. All staff and volunteers are required to be vaccinated or to be tested weekly.
- 8. Arrival and Dismissal
 - a. Please see 2021-2022 handbook for drop off and pick up logistics (Coming soon)
 - b. Temperature checks will no longer take place
 - c. Students will still use hand sanitizer when entering the building

Quarantines and Isolation

1. Students with any Covid symptoms should not come to school. If a student has a Covid symptom while at school, they will be sent home. Covid symptoms include:
 - a. Fever/chills/muscle or body aches
 - b. Shortness of breath, difficulty breathing
 - c. Congestion, runny nose
 - d. Cough
 - e. Sore throat
 - f. Headache
 - g. Extreme fatigue
 - h. Loss of taste/smell
 - i. Vomiting
 - j. Nausea
 - k. Diarrhea
2. Siblings of students must remain home until the student is determined to not have Covid OR the student's symptoms last less than 24 hours. Vaccinated siblings may still come to school as long as they do not have any symptoms.
3. If symptoms last less than 24 hours, the student may return to school
4. If the symptoms last more than 24 hours, the student must see a doctor. They may return to school with
 - a. A negative Covid test (PCR or Rapid, at home tests are not accepted at this time) or
 - b. An alternate diagnosis from a doctor, with doctor's note and
 - c. Free of symptoms
5. If the student tests positive, they must remain home for 10 days from onset of symptoms or positive test, whichever was first. They may not return until their 10 day quarantine is over and there is a significant reduction in symptoms, including being fever free for at least 24 hours with no fever reducing medication.
6. If a student is a close contact exposure, they must remain home for 10 days from the date of exposure. They can also return on day 7, if they are asymptomatic, with a negative PCR test taken no earlier than day 6. It must be a PCR test, not a rapid or at home test.
7. We will not be quarantining entire classes. If there is a positive case, we will determine if there are any close contact exposures. These will be the only people quarantined.
8. Unvaccinated students/faculty/staff who are close contacts to positive household members, including siblings, must quarantine.
9. If a student is not able to isolate from a positive family member, their quarantine is 20 days (10 for the positive family member's quarantine plus an additional 10 from last exposure). Students

may return after 17, if they are asymptomatic and have a negative PCR test taken no earlier than day 16.

Remote Learning

1. Long-term: AACA will not be offering a long term e-learning option this year. All students enrolled will be engaging in person.
2. Short-term:
 - a. Short term remote learning will only be available for students who are quarantined due to positive cases or close contact exposure. Please allow one full school day for teachers to set up remote learning programs for students. Canvas and Seesaw take time to upload all of the necessary resources and content for the day's lessons.
 - b. Remote learning will not be available for short absences or illnesses.
 - c. Remote learning will not be available for travel or travel quarantines.
 - d. Remote learning will be a blend of Canvas/Seesaw activities, independent activities, and may include live streaming dependent on the grade level and content area.
 - e. Students participating in remote learning will not live stream into the classroom the entirety of each day.

Travel restrictions

1. AACA follows the City of Chicago Travel restrictions, which can be found at <https://www.chicago.gov/city/en/sites/covid-19/home/emergency-travel-order.html>
 - a. Domestic travel to an orange state:
 - i. Fully vaccinated individuals - No quarantine required
 - ii. Non-vaccinated individuals - Must obtain a negative Covid test result no more than 72 hours prior to arrival in Chicago (or in Chicago) or quarantine for 10 days after arrival. Covid test can be rapid or PCR. At home test is not allowed.
 - b. International Travel: The CDC currently requires a negative Covid test or proof of recovery to board a plane to the US. There is no quarantine required, regardless of vaccination status.

Student Vaccination Status

1. As of now, we are not requiring families to inform us of student vaccination status. As the year progresses, if we get to a point where masks will be optional for those that are vaccinated, we will require proof of vaccination to go without a mask.
2. If you would like to update us with your child(ren)'s vaccination status prior to this point, we will be sending the process to do so at the beginning of the school year. You are not required to do this at this point.

Destruction of Property of Materials:

If any property or material including but not limited to computers, iPads, text books, novels, furniture, etc. is damaged or destroyed by a student, intentionally or when not following school expectations, the family is responsible for paying for that material to be fixed or replaced (cost determined by school) or replacing that material themselves. The replacement must be the same item that was broken.

DISCRIMINATION POLICY

The school complies with applicable state and federal laws prohibiting discrimination, including, but not limited to:

- The *Age Discrimination in Employment Act of 1967* (29 USC 621 et seq.)
- Title VII of the *Civil Rights Act of 1964* (42 USC 2000e et seq.)
- Applicable sections of the Illinois School Code [105 ILCS 5]
- Relevant case law including *Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)
- 23 ILL. Admin. Code Part 425

Dress Code:

Uniforms-

	Boys	Girls (K-3rd Grade)	Girls (4th-8th Grade)
		*3rd Grade girls can wear jumpers or skirts.	
Uniform	<p>-A khaki-colored twill or corduroy trouser (no leg or “cargo style” pockets, no jeans) or khaki-colored shorts (shorts worn until November 1st and after March 31) and a white or navy knit polo uniform shirt (short or long sleeve). Shirts are to be worn tucked in at the waist. Length of shorts should be no more than 3 inches from the knee.</p> <p>-A navy blue, red, or white pullover vest or sweater or cardigan sweater may be worn.</p> <p>-white, black, or navy socks</p>	<p>-Red/white/blue "V" top jumper or a drop waist jumper. Length of jumper should be no more than 3 inches above the knee.</p> <p>-Plain white or blue, collared shirt (short or long sleeve polo or round-collared blouse).</p> <p>- Khaki-colored twill long pants or khaki-colored shorts (shorts worn until November 1st and after March 31). No khaki skirts or capris are allowed. Shorts must be no more than 3 inches above the knee.</p> <p>-A navy blue, white, or red pullover vest or sweater or cardigan sweater if desired. No black sweaters or pullovers.</p> <p>-Plain white, navy blue tights or leggings in</p>	<p>-Red/white/blue uniform skirt. Length of skirt should be no more than 3 inches above the knee.</p> <p>-Plain white or blue, collared shirt (short or long sleeve polo or round-collared blouse). Shirt must be tucked into skirt.</p> <p>- Khaki-colored twill long pants or khaki-colored shorts (shorts worn until November 1st and after March 31). No khaki skirts or capris are allowed. Shorts must be no more than three inches above the knee.</p> <p>-A plain navy blue, white, or red pullover vest or sweater or cardigan sweater if desired. No black sweaters or pullovers.</p> <p>-Plain white, navy blue</p>

		navy. Girls should not wear sweatpants or jeans under uniform jumpers or skirts at any time. -Shoes must have a back and no heel over one inch (no clogs or flip-flops). -white, black, or navy socks	tights or leggings in navy. Girls should not wear sweatpants or jeans under uniform jumpers or skirts at any time. -Shoes must have a back and no heel over one inch (no clogs or flip-flops). -white, black, or navy socks
PE	-AACA gym Shirt and gym shorts or navy sweatpants -AACA or plain navy sweatshirt or fleece -Any gym shoes -white, black, or navy socks	-AACA gym Shirt and gym shorts or navy sweatpants -AACA or plain navy sweatshirt or fleece -Any gym shoes -white, black, or navy socks	-AACA gym Shirt and gym shorts or navy sweatpants -AACA or plain navy sweatshirt or fleece -Any gym shoes -white, black, or navy socks

*Logos on polos are preferred but not required.

*Belts are not required as long as pants and shorts fit properly around the waist without a belt.

*AACA spirit outerwear can be worn on PE days.

Hair- Student hair should be kept clean, neat, and out of their face. In grades 5-8, any color or style that is not a naturally occurring style or color must first be approved by administration. In grades PS-4 only natural color and styles are permitted. Administration approval will be based on whether or not the style/color is a distraction to or prohibits learning. If the style/color is not approved prior to arriving at school, the student/parents of the student will be required to change it. Headbands should be limited to uniform-pattern/colors. Hats are not to be worn unless otherwise specified.

Makeup- Students in grades PK-6, no makeup is permitted. Students in grades 7-8, no heavy makeup is permitted. (What constitutes heavy makeup is left to teacher/administration discretion). Students may wear nail polish as long as the nail length/color does not prohibit typing, writing, or other instructional activities and is not a distraction to learning. Administration determines if the length/color prohibits or distracts from learning.

Jewelry- Small stud-type earrings are permitted. Simple bracelets and necklaces are permitted. Any jewelry that is determined by staff or administration to be distracting or inappropriate will need to be removed.

EMERGENCY SCHOOL CLOSING

In the event of an emergency closing, an official announcement will be made through SchoolMessenger via phone call, text, and email using the parent contact information listed in the School Directory. Parents/Guardians should be sure to maintain accurate contact information with the school in order to receive e-communications. Whenever possible, emergency announcements will also be posted to the school website and social media pages, as well as listed on the Chicago-area Emergency Closing Center website (www.emergencyclosingcenter.com).

ENTERING AND LEAVING THE SCHOOL BUILDING

Alphonsus Academy & Center for the Arts is committed to providing a safe and enjoyable learning environment. The information provided here highlights policies and procedures that will allow us to provide maximum safety for students as they arrive and dismiss from school daily.

We recognize the importance of the school and community working together and request that you read this information carefully and follow the policies and procedures outlined.

During the school day, all school doors are locked. Visitors must ring the doorbell to be buzzed in at either the front (Wellington Ave.) or back (parking lot) doors. All visitors must go directly to the main office before conducting any business in the building.

MORNING ARRIVAL: Students can begin arriving at 7:45 AM. **There will not be supervision before 7:45 AM.**

The school day begins at 8 AM. Students are tardy if they arrive after 8 AM.

1. Preschool: Enters through the front entrance on Wellington. Families should use the diagonal spots. After you drop your child at the door, please move your car to allow for others to drop off. **PM preschool enters through the Wellington doors at 12:00PM.**
2. Kindergarten: Drop off in the main lot off of Oakdale. Enter through doors by the rectory.
3. 1st-8th: Can be dropped off in the main lot off of Oakdale or on Greenview and enter through either of those doors.

The Main lot will have two drop off lanes. When entering the lot, please enter the lane with the least amount of cars. The lanes will be clearly marked. Students should exit their vehicles. If you are in the lane closest to the school, students should go directly to their entrance. If you are in the lane furthest from the school, multiple staff members will be there waiting to cross each child across the first lane to their entrance. Please reiterate to your children to not cross without an adult. In an effort to keep our drop off running smoothly, please do not get out of your car to walk your child to a school entrance. You may exit to help your children out of the car, but then please continue through the lane.

If you are walking students up, please use the entrance to the lot closest to Greenview, not the entrance closest to Southport. There are dividers present to help you safely enter the lot away from exiting vehicles. Please follow this past the cars to the school entrances. The same procedures should be followed for bikers.

If you arrive at Greenview Ave., please do not park your car. This is also a drive up lane. School staff will be available to assist students getting out of cars. Please do not exit your car.

If you have a preschooler with older siblings, the preschooler can walk through one of the other entrances with the older sibling(s). One of the older siblings should walk the preschooler to their classroom.

Students who arrive after 8AM are considered tardy and should use the Wellington entrance.

The first day of school, parents are allowed to walk preschoolers to their classrooms. For the security of our building and the safety of our students, all other parents should drop their children in the lot or at the door. No other parents will be allowed in the building at drop off, unless they have a pre-scheduled appointment or business elsewhere in the school

AFTERNOON DISMISSAL

Preschool: Hewett and Thomas dismiss at 2:50 PM through the Wellington doors.

Makkawy PM and Huang dismiss at 2:50 PM through the Wellington doors.

Makkawy AM and Jele dismiss at 11:00 AM through the Wellington doors.

Kinder:1st: Dismiss at 2:50 PM in the main lot.

2nd-4th: Dismiss at 3:00 PM in the main lot.

5th-6th: Dismiss at 2:50 PM on Greenview

7th-8th Dismiss at 3:00 PM on Greenview

Every Wednesday, we have early dismissal to allow for teacher professional development. Dismissal on Wednesday is as follows:

Preschool: Hewett and Thomas dismiss at 1:45 PM through the Wellington doors.

Huang dismiss at 1:35 PM through the Wellington doors.

Makkawy AM and Jele dismiss at 11:00 AM through the Wellington doors.

Makkawy PM does not have class Wednesdays

Kinder:1st: Dismiss at 1:35 PM in the main lot.

2nd-4th: Dismiss at 1:45 PM in the main lot.

5th-6th: Dismiss at 1:35 PM on Greenview

7th-8th Dismiss at 1:45 PM on Greenview

Parents do not need to pick up their children in multiple locations. Oldest siblings can walk to the location of the youngest sibling and be picked up there.

K-4th Grade: We will have two pickup lanes in the lot. When you arrive, pull into one of the lanes. A staff member will communicate that you are present and another staff member will walk the students to your car.

Greenview is also a pick up lane. When you arrive, 5th-8th graders will walk to the car. Teachers will supervise dismissal but will not walk children to their car. Please do not park in the pick up lane.

Please be respectful of our neighbors. Do not block alleys, garages, or driveways. Cars may be towed.

Please make sure you are on time to pick up your children. At 3:10, students will be walked into the office to call home. At 3:15, if a parent has not arrived, students will be brought to aftercare. Parents will be charged according to aftercare policy.

EVALUATION OF STUDENT PROGRESS

1. **STANDARDIZED ACHIEVEMENT TEST (*iReady*)** Students in grades K-8 take the iReady assessment three times per year. The iReady assessment is an adaptive assessment that pinpoints students' instructional levels in math and reading and is used to inform instruction and support individual students' needs. Information about the iReady assessment will be distributed prior to testing each year.
2. **STANDARDS-BASED REPORT CARDS** are issued at the end of each grading period and indicate student progress in academic and social areas. Parents are asked to discuss the report card carefully with their student. Questions should be referred to the student's teacher. AACA report cards are standards-based and reflect progress students are making toward mastery of grade level state and national standards.

FIELD TRIPS

Field trips offer a valuable student experience related to the class curriculum. A parent or guardian must sign and return a field trip permission slip requesting AACA to take a student on a field trip; no student may go on a field trip without the written permission of the parent or guardian. Availability of and protocol surrounding field trips for the 2021-2022 school year may change based on city, state, national, and Archdiocese Covid guidelines.

FIREARMS AND DRUGS

In the event of knowledge of firearm, the principal will:

- Immediately notify a local law enforcement agency of firearm incidents at the school;
- Immediately notify the parents or guardians of students in possession of firearms on school grounds, which include the real property comprising any school, on a public way within 1,000 feet of a school, or in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity within 48 hours of becoming aware of the incident; and
- Notify the municipal police department or the office of the county sheriff of verified incidents involving drugs occurring in a school, on the real property comprising any school, on a public way within 1,000 feet of a school, or in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity within 48 hours of becoming aware of the incident; and
- Notify the IL State Police of such incidents through the School Incident Reporting System (SIRS).

GUARDIANSHIP

A student shall be released to either parent unless the school has a copy of a court order giving one parent exclusive custody.

HEALTH REQUIREMENTS – STATE OF ILLINOIS & SCHOOL

All children shall present proof of having had a health, dental and eye examination, and received such immunizations against preventable communicable diseases as required by the Department of Public Health as noted in the Joint Commission on Administrative Code Title 77: Public Health, Chapter I: Department of Public Health, Part 665: Child Health Examination Code.

If a child is not in compliance with the health and immunizations requirements by October 15, the principal shall exclude the child from school until the child presents proof of having had the health examination and presents proof of having received required immunizations.

All children in Illinois shall have a **dental examination** as follows:

- Prior to entering kindergarten, second, and sixth grades of any public or parochial school.

All children in Illinois shall have an **eye examination** as follows:

- Prior to enrolling for the first time in any public, private, or parochial schools;
- Prior to enrolling in kindergarten in any public, private, or parochial schools;
- This requirement does not apply to children enrolling in preschool.

Note: eye exams MUST be performed by a registered ophthalmologist or optometrist.

All children in Illinois shall have a **health examination** as follows:

- Immediately prior to or upon entrance into any public, private, or parochial pre-school, or when transferring from outside of the State of Illinois;
- Prior to entering kindergarten;
- Upon entering sixth and ninth grades.

All children in Illinois shall have **proof of required immunizations** as follows:

- Prior to enrolling in preschool: (4) DTaP, (3) Polio, (4) Hib, (3) Hep B, (1) MMR, (1) Varicella, (4) Pneumococcal
- Prior to entering Kindergarten: (5) DTaP, (4) Polio, (4) Hib, (3) Hep B, (2) MMR, (2) Varicella, (4) Pneumococcal
- Upon entering sixth grade: (1) TDaP, (2) Varicella, (1) Meningitis
- Prior to entrance to any public, private or parochial school (requirements depend on grade level of student)

Note: Alphonsus Academy and Center for the Arts ONLY accepts medical exemptions for required immunizations. This exemption must be signed off by a physician.

For questions regarding medical forms, please contact the school nurse at nurse@aaca.school

SICK CHILD POLICY (May be updated following Covid procedures)

YOU MUST KEEP YOUR CHILD HOME IF HE/SHE IS EXPERIENCING:

- A fever of 100.4 F or higher
- Vomiting

- Diarrhea
- White patches on the tonsils
- Difficulty swallowing or talking
- Rash
- Red or irritated eye or eyes, which may be pink eye (conjunctivitis)
- Nasal discharge, especially if very thick or greenish in color
- Persistent cough/extreme congestion
- Live lice infestation – Must be treated immediately upon discovery. We will not exclude for nits/eggs in hair but student does need to check in with nurse's office each day until clear of lice.

The school must be notified when your child is out sick. Please call the attendance line to leave a message (773-892-1397).

*Notify the nurse **IMMEDIATELY** if your child has any contagious diseases such as Covid-19, chicken pox, strep throat, scarlet fever, pink eye, impetigo, mono, lice, ringworm, scabies, hand foot mouth disease etc. A letter will be sent home to the families of students in that specific class. Personal student information is kept confidential.*

YOUR CHILD CANNOT RETURN TO SCHOOL UNTIL HE/SHE: (May change due to Covid)

- Has no fever without medication for 24 hours and has been cleared by a doctor and/or our school nurse.

If a student becomes seriously ill or injured, the parent or guardian is called. If a parent is not available, the persons listed on the student's emergency card are then contacted. Students will only be released to parents or guardians as listed on the emergency card. In addition, the parent or guardian must sign the student out of the school. In severe cases, the school will also call emergency services.

Exclusion from Physical Education Classes/Recess due to injury: Parents should send a doctor's note to the nurse and teacher.

Medication Policy:

According to State Law, it is only permissible for school personnel to dispense medication under the following conditions:

1. Written permission is required from the parent or guardian of a student requesting that the school cooperate with the directions of the current prescription. All medications will be kept with the school nurse in a secured cabinet.
2. All medication must be brought to the Nurse's office in a pharmacy-labeled container, or original over-the-counter container. A physician's order must accompany any over-the-counter medication such as aspirin, Tylenol or cough medications. Medications that come in the form of an ointment must be applied by the parent.
3. For your child and the safety of all students, all medication must be brought to and kept in the school nurse's office. Students are responsible to report to the nurse's office at the proper time to take their medication.
4. The school grants permission of self-administration and self-carry of asthma medication and/or epinephrine auto-injectors.

5. The school grants permission of administration of undesignated epinephrine auto-injectors or opioid antagonists.

Administration of Medical Cannabis:

Students are not able to use or possess cannabis in our school except in accordance with the law and school policy. If a parent/guardian of a student who demonstrates his/her son or daughter is a “registered qualifying patient” and has an individual who is a “registered designated caregiver” both of whom hold medical cannabis registry identification cards, then the parent/guardian or designated caregiver must be permitted to administer a medical cannabis product to the student (no-smoking, non-vaping form) at school.

A parent or guardian or other individual may not administer a medical cannabis product in a manner that, in the opinion of the school, would create a disruption to the school’s educational environment or would cause exposure of the product to other students.

MENTAL HEALTH PROTOCOL

AACA takes all indications of self-harm, suicidal thoughts and other significant mental health concerns seriously. When we have concerns about your child’s emotional well-being we may ask for your child to receive a mental health assessment from a licensed mental health professional (licensed clinical professional counselor, licensed clinical social worker, psychologist or psychiatrist) prior to the continuation of academics and co-curricular activities at AACA. Below are the steps parents should follow to determine the most appropriate level of support for your child and to coordinate a smooth re-entry back to AACA:

1. Arrange for your child to be assessed by a licensed mental health professional as soon as possible. We can help provide referrals to clinicians, agencies, hospitals and services who may be able to assess your child.
2. Follow the recommendations provided by the clinician, which may include but is not limited to: outpatient therapy, partial or inpatient hospitalization and/or medication management.
3. Sign a consent for release of information and arrange for the clinician to share the recommended treatment plan with the school counselor to coordinate your child’s re-entry back to school.
 - Student/family confidentiality is adhered to as dictated by the Ethical Code of the American School Counselor Association
 - All documentation should be faxed or emailed to the attention of the school counselor
4. If the assessment and recommended treatment plan results in an immediate return to AACA, please see #6 below.
5. If the assessment results in a recommended extended absence from AACA, please contact the school counselor to communicate the preliminary treatment plan as outlined by the clinician. The school counselor, working with the academic liaison in AACA’s Student Support Team (SST), will communicate with any treatment facility and our faculty to collaborate on the therapeutic and academic needs for your child. The school counselor will coordinate the provision of necessary information for your child’s return to learn in a sensitive and confidential manner.
6. Re-entry back to AACA academics and co-curricular activities requires the following written statements from the evaluating clinician, which can be shared via fax or email to the school counselor:
 - Evaluation Date and Outcome/Diagnosis
 - Safety Statement: the student is not at risk of self-harm or of harming others and it is appropriate for the student to return to AACA.
 - Therapeutic recommendations, treatment plan, discharge summary and a plan for the transition back to the school environment

7. Upon receipt of documentation, the school counselor will schedule a Re-Entry Meeting.
 - This meeting will include the student, parent or guardian, principal and the school counselor. Please know other stakeholders may attend this meeting if needed.
 - The purpose of this meeting is to review the recommendations from the assessment and treatment plan in an effort to determine the most effective support system for your child's continued care both inside and outside of AACA. Based on concern AACA has about your child's continued personal well-being, our *Therapeutic Behavioral Agreement* must be reviewed, agreed to and signed during this meeting.
 - Once all aspects of the Re-Entry Meeting are accomplished and meet expectations, your child is authorized to return to classes and co-curricular activities.
8. Following the Re-Entry Meeting, the school counselor will schedule a meeting to review the Academic Recovery Plan which identifies the school work that needs to be made up.
 - This meeting should include the student, parent or guardian, the school counselor, teachers and all other appropriate faculty or staff members as needed.
 - The purpose of this meeting is to allow the student and their parents/guardians an opportunity to share details and provide an update about the cognitive, physical, social, emotional and academic challenges associated with the extended absence. In addition, all stakeholders should review and discuss the official Academic Recovery Plan as the student has been allowed to return to learn.

PARENT-TEACHER CONFERENCES

AACA welcomes parents and offers opportunities for formal and informal parent-teacher conferences. If teachers are not available when a parent calls, teachers will return a call to the parent (within 24 hours).

Regular parent-teacher conferences are scheduled at the end of the first and second trimester. Teachers set up their appointment schedules, providing parents the selection of a preferred day/time. If parents are not able to attend at the scheduled time, they are asked to call the teacher to arrange another appointment.

Parents are encouraged to contact the teacher if a problem, misunderstanding, or concern occurs. Parents should attempt to resolve issues with the student's teacher first. Most concerns can be effectively addressed in this manner. Parents are asked to call the school to make an appointment with the teacher for either a telephone conference or an in-school meeting, as opposed to arriving without an appointment. If the teacher has been contacted and no resolution is achieved, parents may then make an appointment with the principal to review the issue and resolve the concern.

PEANUT-/TREE NUT-AWARE SCHOOL

Due to the prevalence of numerous allergies, the goal at AACA is to maintain a nut free environment. It is critical to review labels to ensure that products brought into the school do not contain nuts, and also were NOT PRODUCED in facilities that process nuts. Please check ingredients lists carefully and look on the label for phrases like these:

- “may contain nuts”
- “produced or shared on equipment with nuts or peanuts”
- “produced in a facility that also processes or handles nuts”

We cannot stress enough the importance of label reading every time you purchase and pack. All snacks that contain peanuts and/or tree nuts, and their derivatives, are unsafe for students and staff with allergies. Any such snacks will not be permitted to be consumed by a student while at school.

PRAYER AND LITURGY

Since Christian values and living are our priority, the habit of daily prayer is fostered in the classroom. A routine of prayer before class in the morning and again before dismissal is followed. Grace before meals is said before going to the lunchroom.

Students in Gr. 1-8 will attend the parish 8:30 a.m. Mass weekly on Fridays. Depending on continued Covid protocols, parents are welcome to join us for mass on those days. Starting in January, kindergarten students will also attend Mass with the whole school.

PRESCHOOL AGE REQUIREMENTS

Age requirements are those of Illinois State law which states that a Kindergarten student must be five years old and a First Grade student must be six years old on or before September 1 of the current year in order to be eligible for admission.

Students who seek entry into our program who are 5 on or before September 1 will be directed to submit a kindergarten application. Students entering our preschool program who turn 3 on or before September 1st will be a first year preschool student and students who turn 4 on or before September 1st will be considered a second year preschool student (even if they are new to AACA).

RECESS EXPECTATIONS

RECESS THEMES

- Play SAFELY
- Play FAIRLY
- Play TOGETHER
- Play FOR FUN

CORE VALUES

As in the classroom, all students are expected to follow our set of core values during recess. (adapted from [Playworks](#))

- RESPECT: Do unto others as you would have done to you.
- INCLUSION: All students are able to play together, and students are encouraged to include their peers.
- HEALTHY PLAY: Engage in physically, emotionally, and socially positive behavior.

- **HEALTHY COMMUNITY:** A group of students to which you feel a positive connection and share similar goals for play.

RECESS RULES

The following playground rules will ensure that all students are able to support the recess Core Values. Please refer to the rules posted outside, near the play structures, for more detailed equipment instructions.

- Follow the signals and commands of recess supervisors
- Walk and run safely
- Stay within boundaries
- Play each activity in the specified zone
- Help other students
- Line up when you hear the whistle/signal to end recess

RECESS – OUTDOOR WEATHER WATCH/CONDITIONS

Our target temperature threshold for outdoor recess is 20°F (without wind-chill). However, we may go slightly above or below that temperature depending on other weather circumstances. The decision to take students outside for recess that day will be made each morning based upon current conditions at school. Students are required to have coats, gloves/mittens, and hats during outdoor recess in the winter season. If the temperature is 50 degrees or below, students must have a coat on to go outside. Sweaters/sweatshirts alone will not be permitted.

REPORT CARDS

AACA creates standards based report cards for tracking and reporting student progress. The standards come from the Common Core State Standards (CCSS). Utilizing multiple assessments throughout the learning process, teachers gather student data to determine where to take the learning and how well students have achieved the learning. Ratings (1-4) of each assessed standard are assigned by the teacher primarily using the evidence of student understanding. Teachers strive to best represent what a child truly learns -- mastery -- as well as providing an understanding of a child's emerging and developing knowledge of the standards.

Report cards for all trimesters will include one narrative portion on the addendum sheet. This narrative will include teachers' observations and goals concerning student progress with behavior and executive functioning over the course of the year. In content areas and specials, the report card will show a rating for each standard assessed during that grading period. Other methods of communication about student progress, both academic and behavioral, may include conferences, meetings, emails, weekly newsletters, and informal conversations.

REPORTING CHILD ABUSE

The State of Illinois, by law, requires school personnel to inform the Department of Children and Family Services (D.C.F.S.) of any allegation or suspicion of child abuse or neglect. All of our staff are trained mandated reporters.

SAFETY DRILLS

Throughout the school year we will practice several types of safety drills so that teachers and students are prepared in the event of an emergency. At the beginning of the school year, practice drills will provide opportunities to become familiar with necessary procedures. Each classroom teacher will lead their students in the process so that quiet and order are maintained during all safety drills. Evacuation (Fire) drills will be held monthly, typically with the assistance of (and at the discretion of) the Chicago Fire Department. Shelter-in-place (Tornado) and Lockdown drills will be held several times during the year. At times, local emergency responders may assist the school in the execution of safety drills. Any volunteers or visitors will be instructed to follow the same procedures. The building will be evacuated according to the posted plan.

SCHEDULE

Schedules differ by grade level and will be provided by teachers the first week of school.

SCHOOL ADVISORY BOARD

The AACA School Board is comprised of a body of parish and school representatives, up to twelve in number. The School Board also serves as a representative constituency offering advice and support in the administration and management of the school.

The School Board shares in the teaching mission of the Church. Its primary concern is keeping the vision of creating and maintaining an educational community where Christian culture and knowledge, enlightened and energized by faith, is shared among teachers, students, and parents in a spirit of Christian love, hope, and freedom.

The School Board's purpose is to develop, define, and implement the policies which govern the operation of the school, subject to the limitations of Parish and Archdiocesan regulations. It has the authority, together with the Pastor, to hire the Principal of the school. It reviews and advises in the Principal's preparation of the School Budget and sets the Tuition Rates with the Pastor and Principal. Fundraising projects to support the school's operations are a major activity of the Board, along with promoting community interest and involvement in the educational program of the school. Publicity and Public Relations are another key and ongoing task of the School Board, particularly in the recruitment of new students and in stimulating important community recognition and support. Ordinarily, the School Board meets once a month, usually the first Monday of the month. Parents are very welcome and are encouraged to attend and take an active part in promoting and supporting AACA.

SCHOOL DIRECTORY and DISTRIBUTION LISTS

As members of an educational and parish community, it is common practice to issue a directory of students and parents, with email addresses, residence addresses, and phone numbers. The purpose of such a directory is to build community and to foster relationships among our school families.

The online school directory is password-protected and only accessible to faculty and to parents with children currently enrolled at AACA. Those who receive this directory are to see to it that the information is used

responsibly, and only for appropriate school- and community-related purposes. Users are prohibited from using the directory for business- and/or political-related purposes.

Alphonsus Academy & Center for the Arts aims to be compliant with the CAN-SPAM act, a law that sets the rules for organization email. As such, AACA does not provide contact information to third-party businesses, including family-owned businesses or school sponsors, for marketing purposes.

Suspected or known violations of this policy should be reported to the school's Chief Advancement Officer or Principal. Alleged violations will be evaluated by the appropriate AACA staff members. Parents in violation of the school's directory policy may have their directory access revoked.

Parents who wish to opt-out of having contact information included in the School Directory must provide a written or emailed request to the school's Advancement Team. Doing so will not remove your contact information from internal school communication mediums.

SEARCH AND SEIZURE

AACA, acting in loco parentis, retains the right to search for and seize illegal substances (such as drugs) or objects (such as weapons) when there is a reasonable belief that such material is in the possession of a student.

Students found in possession of such material will be subject to disciplinary procedures which may include suspension and/or expulsion. In order to provide students and employees with a safe environment, the school reserves the right, at its discretion, to conduct inspections of school property and the property of students and visitors on the school premises. Included within this policy is the right to inspect the following: lockers, knapsacks, briefcases, bags, gym bags, vehicles on the school premises, clothing (with appropriate safeguards for the individual's personal privacy) and desks.

SENDING MONEY TO SCHOOL

Students should only bring to school any money needed for school that day. All students are responsible for their own money.

Money sent to school should be in a sealed envelope that is clearly labeled with the student's name, teacher's name, amount of money, and what the money is for. In short, money or valuables should never be left in desks. AACA cannot be and is not responsible for lost or stolen items.

SEXUAL HARASSMENT

Sexual harassment by one employee of another, by an employee of a student, by a student of an employee, or by one student of another is unacceptable conduct. Employees or students who engage in any type of sexual harassment will be subject to appropriate discipline, which may include suspension and/or dismissal, or communication with law enforcement.

Retaliation in any form against an employee or student who exercises his or her right to make a complaint under this policy is strictly prohibited and will itself be cause for appropriate disciplinary action. Any employee or student who knowingly makes false charges against an employee or a student in an attempt to demean, harass, abuse, or embarrass that individual will be subject to the sanctions for misconduct set forth above.

SPECIAL OCCASION FOOD

BIRTHDAY TREATS

Students may bring birthday treats into school. Treats must be provided for every student in the classroom and may not contain or be made in a factory that contains nuts or tree nuts.

CLASSROOM HOLIDAY PARTIES

Special treats may be allowed to celebrate special holidays. Classroom teachers and Classroom Coordinators will consult about the menu for class parties to ensure that the majority of foods served are both healthy and nutritious. Treats must be provided for every student in the classroom and may not contain or be made in a factory that contains nuts or tree nuts.

Classroom Snack:

Teachers will reach out individually to their classrooms/grade levels if snack is permitted in the grade level.

STUDENT DISCIPLINE CODE

As a Catholic educational community, we believe in the discipline that respects the dignity of the individual and promotes Christian values, concern for others, and the acceptance of responsibility for one's actions. As members of the Alphonsus Academy community, students are expected to display a positive attitude towards their education and behave in a manner that enhances the learning process.

Our goal at AACA is to resolve any conflict in a positive, supportive manner. Teachers use Responsive Classroom and Positive Discipline in combination with Social Emotional Learning to create and maintain a positive environment of learning and growth. In some instances, in order to best support our students, other interventions and accommodations need to be put in place. This plan was constructed as a way to support each individual student through behavioral concerns that stretch beyond the scope of our classroom management plans. Through all steps of this process, we are dedicated to providing assistance to students to aid them in reaching their goals.

AACA Expectations:

Each year, classrooms build out their own expectations in collaboration with students as part of Responsive Classroom. Our school expectations are general and work to encompass all of the classroom expectations. School expectations are:

1. Respect all people and property.
2. Keep your hands to yourself.
3. Be kind in your words and actions
4. Allow everyone to learn
5. Individual Classroom expectations

Tier I					
	Intervention	Adult Manager	Location	Description	Parent Communication Details
	Positive Discipline/Responsive Classroom.	Teachers/Assistants	Gen ed classroom, Specials Classrooms, etc.	Regular Classroom management system. Can include interventions such as	No communication needed until the next step is imminent, then email to parents.

				switching desks, taking breaks, logical consequences, etc). Does not move directly to step two after one instance.	
	Last Redirection/warning	Teachers/Assistants	Gen ed classroom, Specials Classrooms, etc.	Specific redirection to stop behavior	Email to keep parents informed that behavior is becoming a concern.
3. Can be used interchangeably if needed.	Chillout Space (Hallway with assistant)	Teachers/Assistants	Gen ed classroom, Specials Classrooms, etc.	Student goes to a space within the classroom to calm down if needed, relax and reset, does age appropriate reflection	Parent Email from teacher, Student reflection, sent home, signed, and returned.
	Buddy Classroom	Teachers/Assistants	Gen ed classroom, Specials Classrooms, etc.	Students go to a different classroom to reflect away from the classroom environment where behavior is initiated.	
4.	Send out - class	Administration Team (principal/assistant principal/SST/ counselors if needed)	Administration Team Offices	Student reflects with the admin member. Student remains in the office remainder of the class period.	Parent Phone Call
5.	Send out- remainder of day	Administration Team (principal/assistant principal/SST/ counselors if needed)	Administration Team Offices	Student reflects with the admin member. Student remains in the office remainder of the day	Parent Phone Call
6.	Out of School Suspension (Three times through Steps 1-5)	Administration	Home	The student does daily school work from home while the team works to set up the plan to move the student to Tier II with the increased intervention to support the student behaviorally.	Phone call to initiate immediate pickup. Meeting to discuss move to Tier II plan.

Tier II		
Intervention	Adult Manager	Description
Behavior Tracker	Teachers/Check in Check out (CICO) Person	Moving to Tier II means that interventions in a Tier I setting have not worked and the negative behavior is continuing.

		<p>In this situation, the student is moved to a tracker. The tracker lays out goals, interventions, and accommodations for the student to support making the correct choices. Those interventions could be anything from taking a break to meeting with counselors. Trackers are age appropriate and vary in content for individual students. Students will also be given a Check in Check out (CICO) person. This is a trusted adult in the building that will check in with the student at the beginning of the day and check out with the student at the end of the day. This person will also communicate with parents on a daily basis. The CICO person will be chosen by the school and family.</p> <p>Trackers have positive incentives at school and at home. Examples include a positive text home or 5 minutes of computer time at the end of the school day.</p> <p>Trackers will also have firm limits. If limits are met, additional consequences may be given. Examples include logical consequences, in school, and out of school suspensions.</p> <p>Trackers will have set timelines. At the end of the timeline, the team will meet to discuss progress. At this time, a student may return to Tier I, remain at Tier II for an additional timeline, or move to Tier III.</p> <p>In addition, if a student received three in school suspensions and one out of school suspension, they will automatically be moved to Tier III.</p>
--	--	---

Tier III		
Intervention	Adult Manager	Description
Behavioral Agreement/Contract	Administration	<p>A school team composed of administration, teachers, counselors, our student services team (SST), and parents will meet to create a behavioral agreement/contract.</p> <p>The agreement will include goals for the student, interventions and accommodations to support the student in achieving these goals, and a specific timeline in which these goals need to be met. If the student does not meet the goals in the defined amount of time, a hearing will occur which could result in expulsion.</p>

Additional Notes regarding this plan:

1. This plan is not interchangeable with the bullying plan.
2. Students with IEPs, 504s, or Private Evaluations may have a different action plan based on goals outlined for them in their evaluation.
3. There are some behaviors that are considered immediate suspension or expulsion, based on severity. These behaviors include, but are not limited to:
 - a. Physical violence or threat of physical violence
 - b. Possession of drugs or drug paraphernalia on school property or at school events
 - c. Sexual harassment or sexual assault
 - d. Possession of alcohol on school property or at school events
 - e. Possession of weapons on school property or at school events
 - f. Using technology or social media in a severely inappropriate way, including threats involving weapons or violence toward themselves or others, drug or alcohol usage, or instances or threats of breaking the law.

STUDENT RECORDS

Parents have the right to inspect their child's permanent records, which includes report cards, health records, accident reports and attendance records. Parents may call the school office to make an appointment for this purpose.

REQUESTS OF TEACHERS TO COMPLETE FORMS FROM OUTSIDE CLINICIANS

Outside clinicians frequently ask for data to be provided by a classroom teacher. All forms submitted to school must be submitted directly to the Learning Specialist. If you wish to deliver these forms to the school office, please place them in a sealed envelope marked "Confidential to the Learning Specialist." Please enclose a self-addressed stamped envelope, addressed to the outside clinician. Forms will not be returned to parents. Clinical forms will be mailed directly to the outside clinician. Teachers will be asked to try and complete forms within a period of one week.

In order for school to be able to provide confidential information to an outside source, parents will be asked to sign a "Release" in order for school and the outside clinician to be able to share information about your student. The releases are available in the school office.

RECOMMENDATIONS

AACA is supportive of both the academic and the personal needs of all our students and their families. Likewise, AACA expects families to be responsive to reasonable requests made of families, to provide the additional support a student may need outside of school, or to obtain a clinical assessment to determine the reason for underachievement. AACA has a history of collaborating with outside clinicians and parents, to understand the special needs of students and find strategies to help students have a successful educational experience. In all cases, all of our students are held to the same academic standards for both academic performance and assessment. Although AACA does not have an alternative curriculum for students with diagnosed learning disabilities, we do provide reasonable and appropriate accommodations when requested, if those accommodations do not infringe upon the essential aspects of the AACA program of study. All students are expected to participate fully in the school program.

CLINICAL ASSESSMENT

In order for a request for accommodations to be considered, a copy of the student's written formal clinical evaluation, together with test score summary sheets and recommendations, must be submitted to school through the Principal. Assessments must meet a specific standard of clinical criteria. Upon request, AACA may provide names of qualified licensed and certified clinicians. If parents wish to use their own resources, please be certain to inform AACA in advance, so that you are provided with an evaluation protocol (description of testing to be included), to be shared with your evaluator prior to testing, so your evaluator can plan a comprehensive assessment. Clinical assessments submitted without the inclusion of specific testing instruments, that is, specific assessment of cognitive ability (both verbal and non-verbal), processing measures and achievement measures, may result in the necessity for additional specific testing before a request for accommodations can be considered. Assessment for Attention Deficit Hyperactivity Disorder (ADHD) must include the appropriate neuro-psychological measures, as well as rating

scales. Evaluators' recommendations for accommodations or interventions should include a rationale based upon the diagnosis and the specific data contained within the assessment.

REQUESTS FOR FORMAL ACCOMMODATIONS FOR A STUDENT WITH A CLINICALLY DIAGNOSED DISABILITY

Requests for accommodations must be based upon a current educational and psychological evaluation (current within three years). Parents must be willing to submit the student's evaluation to School, where it will be kept on file as long as the student is enrolled. All evaluations remain confidential and are maintained by the Learning Specialist. They are not placed in the student's cumulative record file. Accommodation requests should be made directly to the School Principal. School will review the student's history, current evaluation, current school experience, and conduct a staffing to include the parents, as well as the student's outside clinician if the parents wish to extend that invitation. Information presented at the staffing will provide the basis for consideration of any requests made by the parents. Subsequent to the staffing, school will make a determination regarding reasonable and appropriate accommodations and the administrative and academic team (Principal, Learning Specialist and School Counselor) will plan the implementation of those accommodations as well as any additional classroom strategies that may support the student. The educational plan may also include the school's request for supportive measures to be undertaken by the parents, such as interventions through an outside remediation specialist or other clinician.

TECHNOLOGY

Alphonsus Academy & Center for the Arts provides technology resources to all of its students. The goal in providing these resources is to equip the students with 21st century learning opportunities that build the skills necessary to succeed in the world today and in the future. Students and parents must read and agree to the *AACA Technology Responsible Use Policy* before students are able to engage in the use of technology. By utilizing technology within the school, students and parents agree to the expectations articulated in this document.

Proper behavior, as it relates to the use of computers and other electronic devices, is no different than proper behavior in all other aspects of school life. All users are expected to use the computers, computer networks, and other technology in a responsible, ethical, and polite manner. Failure to do so may result in the loss of technology privileges, as well as other behavioral consequences detailed in the previous section.

CELL PHONES

Students are not permitted to use cell phones, smart phones, or other electronic communication devices during the hours that school is in session (8:00 a.m. to 3:00 p.m.), without proper consent from school administration (principal or assistant principal). If a student is found using a cell phone without consent, the cell phone will be confiscated and will have to be picked up from the principal or assistant principal at the end of the day.

CYBER BULLYING

Neither the technology of Alphonsus Academy nor the broader Internet (whether accessed at school or away from school, either during the school day or outside of school hours) should be used for the purposes of harassment. All forms of harassment in cyberspace, often called cyber bullying, are unacceptable.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with student's educational opportunities.

All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of AACCA, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

The term "bullying" and "cyber bullying" shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

DIGITAL CITIZENSHIP

All Archdiocese of Chicago elementary schools are encouraged to have certification in digital citizenship education. Within our curricula, AACCA teaches applicable lessons to all K-8 students.

TRANSFER STUDENTS

ENTERING

School-based assessments or recommendations from other schools, such as IEP's or non-standard assessments, are not valid at AACCA. Those recommendations are not based upon AACCA's program of study. Accordingly, transfer students may be required to provide new or supplemental testing.

AACCA, in both admissions and access to program, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to participation in the programs of the School.

EXITING

Parents planning to transfer students to another school are asked to notify AACCA in advance so that records, reports, and accounts may be processed. A transfer slip is then issued to the parent on the day the student leaves AACCA. In order for records to be sent directly to the student's new school, a written authorization for release of records must be signed by the parent or legal guardian of the student. The Buckley Amendment grants non-custodial parents the right of access to student records.

VIOLENCE AGAINST SCHOOL PERSONNEL

Written complaints of battery committed against school personnel will be immediately reported to local law enforcement officials by the administrator. The administrator shall also notify the IL State Police within three (3) days of each incident through the School Incident Report System (SIRS).

VISITOR PASSES

Visitor protocol may change based on Covid protocol. For the sake of our children's safety, those entering the school should check in with the secretary to sign in and receive a visitor's pass, which must be worn and visible when inside the school building.

VOLUNTEERING AT AACA

Volunteers are vital to the success of many of the programs at AACA. Individuals volunteering in a classroom, athletic program or areas where direct contact with students for three or more hours requires volunteers to comply with policy and procedures for volunteering. Volunteers are required to complete a file, which includes:

- **7703 Archdiocesan Application for Employment or Volunteer Service;** the application must be completed before the time of volunteering; references must be verified;
- Criminal Background Check – **eAppsDB – online application**
- DCFS **CANTS** form (Child Abuse and Neglect Tracking System) submitted to principal
- Code of Conduct read, signed and dated
- Safe Environment Training: Virtus/ Protecting God's Children and Youth

Compliance with Archdiocese of Chicago and Office of Catholic Schools requirements for the Protection of God's Children and *Youth* must be completed before service begins.

Please visit the website for more information on volunteer opportunities at www.aaca.school.

Volunteer Requirements:

Each family is required to perform 20 hours of service within the parish (school or church) community. Families with student-athletes are required to volunteer an additional 8 hours within the athletics program.

A fee will be charged for any unserved hours as per the tuition policy.

TO BECOME AN APPROVED SCHOOL VOLUNTEER (INCLUDING COACHES)

Last year, we had a limited number of volunteers due to Covid protocols. Most of our volunteer accounts were suspended during this time. We plan to have more volunteers in place this year.

If you'd like to volunteer, you must complete the following requirements per the Archdiocese of Chicago's [Office for the Protection of Children and Youth](#).

1. **CBC:** Criminal background check run through [Virtus online](#) as part of the Virtus registration process. Rechecked every three years through Virtus. You will be prompted to complete/update this when you log in to your Virtus account.
 - If your volunteer account was suspended, Connie Del Toral will assist you with re-activating and updating your volunteer account (cdeltoral@aaca.school).
 - New users, please set up your account at [Virtus online](#), selecting "Chicago" as your Archdiocese and "Alphonsus Academy" as your site.
2. **CANTS 689:** Yearly check of the central registry of Department of Children and Family Services. Return paper form to cdeltoral@aaca.school

3. PGC: Virtus's Protecting God's Children training session. Register and attend within 15 days of beginning volunteering. KPA: Virtus's Keeping the Promise Alive three-year online recertification. You will be prompted to complete/update this when you log in to your Virtus account. *Please note, through the end of August, this training will be available ONLINE. After that it will return to in-person sessions.*

4. MRT: Mandated Reporter Training from State of IL training website. Re-certified every three years, including re-signing the Acknowledgment Form (CANTS 22). Return your certificate and form to cdeltoral@aaca.school

5. ASB: Archdiocesan Standards of Behavior for Church Personnel Working with Minors and Vulnerable Adults (formerly Code of Conduct). Read and signed and re-acknowledged yearly through Virtus. You will be prompted to complete this when you log in to your Virtus account. Contact Connie Del Toral cdeltoral@aaca.school with ANY questions. Thank you!

ADDITIONAL REQUIREMENTS FOR VOLUNTEER COACHES

- Training must be completed within 60 days of beginning work
- Recertification is required every five years
- Coaches must complete IESA Concussion Certification every two years.

Athletic Director Angela Kladis will provide information to coaches.

NOTICE

This handbook consists of guidelines that provide a framework for the school's day-to-day operation. The administration reserves the right to vary these policies so specific problems are treated on an individual basis. The policies are subject to amendment or discontinuation as the need arises. The school will attempt to keep parents informed of all the changes as soon as is practical.

