Wildwood IB World Magnet
School Handbook
2017-2018
SCHOOL HOURS: 8:45- 3:45

6950 N. Hiawatha
Chicago, IL  60646
Phone: 773.534.1188
Fax: 773-534.1144

For even more information about Wildwood School, our website is www.wildwoodworldmagnet.org
Mary Beth Cunat, EdD. Principal; Steve Schlichting, Assistant Principal; Monica Balen-Tilken, IB Coordinator;
Krystine Kelley, Counselor/Case Manager; Judy Brieske, School Clerk; Laura Reichert, Safety and Security

NOTE: OCTOBER 2017 EDITS AND ADDENDA ARE HIGHLIGHTED

Wildwood IB World Magnet School Vision
Wildwood is a diverse learning community experiencing a rigorous and supportive academic life where every
student is inspired to apply their passions and talents in a global society. The International Baccalaureate
philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and
compassion.

Wildwood IB World Magnet School Mission
We engage in meaningful, rigorous work on a daily basis that prepares us as confident thinkers, leaders, and
advocates for positive change.
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**2017-18 Wildwood IB Who to go to if I have a question about.....**

For classroom questions or behavior concerns, the **teacher most directly involved should be the first point of contact.** This includes homeroom and subject specific teachers, specials teachers (Spanish, Art, Gym), and Diverse Learner teachers and clinicians. Unless it is of a highly serious nature, administration should be your second point of contact.

Who to contact with questions about:

<table>
<thead>
<tr>
<th>Assistant Principal, Steve Schlichting</th>
<th>IB Coordinator, Monica Balen-Tilken</th>
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<tbody>
<tr>
<td><a href="mailto:seschlichting@cps.edu">seschlichting@cps.edu</a></td>
<td><a href="mailto:Mmbalen-tilkin@cps.edu">Mmbalen-tilkin@cps.edu</a></td>
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<tr>
<td>School Calendar</td>
<td>International Baccalaureate program or curriculum</td>
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<td>Safety and Security</td>
<td>Parent Portal</td>
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<td>Emergency Procedures</td>
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<td>Events set-up</td>
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<td>Recess and Lunchroom Supervision</td>
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**NOTE:** Contact if something remains unresolved.

<table>
<thead>
<tr>
<th>School Clerk, Judy Brieske</th>
<th>School Counselor, Krystine Kelley</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office: 773-534-1188 Fax: 773-534-1144</td>
<td><a href="mailto:Kkelley3@cps.edu">Kkelley3@cps.edu</a></td>
<td></td>
</tr>
<tr>
<td>School Hours, Office Hours</td>
<td>Counseling</td>
<td></td>
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<tr>
<td>Registration</td>
<td>School transcripts and transfers, both in and out</td>
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<td>Transportation (buses)</td>
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<td>IEP Meetings and implementation</td>
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<td>Attendance</td>
<td>Behavioral 504s</td>
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<td>School Tours</td>
<td>Behavior improvement plans</td>
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</tbody>
</table>

**Parent Organizations and LSC Committees**

| LSC – Erwin Veranga | emveranga@att.net |
| PTA – Wendy Auffant | wendysigns@gmail.com |
| FOW – Carla Johns  | carlahrn@yahoo.com |
| LSC Bilingual Advisory Committee | |
| Rosa Sriver       | rosainess@gmail.com |
| LSC Family and Community Engagement - Wendy Auffant | wendysigns@gmail.com |

**Certified School Nurse**

<table>
<thead>
<tr>
<th>All Medical Records and Medical Compliance</th>
<th>Gemini Mittenthal, After School Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergen Management</td>
<td>After School Programs and Schedules</td>
</tr>
<tr>
<td>Epi-Pen usage, asthma, other medical concerns</td>
<td><a href="mailto:afterschoolprogs@gmail.com">afterschoolprogs@gmail.com</a></td>
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<tr>
<td>In school administration of medicines</td>
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<tr>
<td>504 eligibility (504s cover medical concerns)</td>
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**Athletic Director, Bridget Daresh**

bndaresh@cps.edu

All Wildwood Sports Programs
IB PHILOSOPHY, IB INSTRUCTIONAL FRAMEWORK, & ESSENTIAL AGREEMENTS

Wildwood IB World Magnet School Philosophy

We believe children learn best in an atmosphere of respect and caring. Schools must be safe havens for the whole child, where the young mind, body and spirit are secure and free to explore the limits of their potential. We strive to serve the student where he or she is, and to instill him or her with a sense of belonging, self-worth, direction, spirit, confidence and self-motivation.

We believe that current technology is necessary to properly prepare the student of modern society. The arts, sports, and extracurricular activities are vital. We believe that parent/guardian and community involvement and communication contribute to school success and are critical in a model school environment.

International Baccalaureate Programme

Every student at Wildwood is an IB student.

Our school is an authorized International Baccalaureate (IB) program for both the Primary Years (PYP) and Middle Years (MYP) Programmes. The second 5-year evaluation visit for PYP and third 5-year evaluation visit for MYP were conducted in 2016-17. We have several commendations from the IB program. Areas to be addressed have been incorporated into our CPS Continuous Improvement Work Plan (CIWP). Please come to an LSC meeting for regular and detailed updates on our progress. Information about the IB program is available under the Academics tab on our school website and at IBO.ORG.

Wildwood IB World Magnet School and the International Baccalaureate Instructional Framework

Wildwood is a neighborhood magnet school with an IB curriculum for all students. Our neighborhood status assures that children who reside within the school boundaries are guaranteed a seat at the school; our magnet status allows us to take children from across the city through a general lottery. We are not a selective enrollment school, so no testing or entry criteria are required. The general lottery is managed by the district central office.

The International Baccalaureate Programmes consist of the Primary Years Programme, and Middle Years Programme. These programs are recognized worldwide and are offered under the auspices of the International Baccalaureate Organization, headquartered in Switzerland.

International Baccalaureate Primary Years Programme: Students aged 5-12 begin learning how to become global citizens who understand themselves as learners and are committed to using their learning to make a positive difference in the world.

International Baccalaureate Middle Years Programme: Accelerated curriculum focuses on a world language, English, mathematics, humanities, sciences, arts, physical education and technology.

At Wildwood there are three goals every aged student endeavors:

1. An open and inquiring mind seeking to understand other people’s perspectives and viewpoints;
2. A commitment to global citizenship, including an orientation towards helping others and taking action to make the world a better place;
3. A commitment to academic integrity and scholarship through work habits, participation in the learning community, and in pursuing excellence.

Wildwood IB Essential Agreements

The CPS Student Code of Conduct which emphasizes a positive, proactive, instructional approach to managing student behavior, and includes providing opportunities for restorative practices in school communities such as peace circles, peer mediation, and student advisories. Students are given opportunities to engage in ongoing reflection and share what these agreements “look like” in their classrooms and throughout the school building and grounds.

- Be Responsible
- Be Respectful
- Be Safe
- Be Kind
WILDWOOD IB LOGISTICS, PROTOCOLS, PROCEDURES, POLICIES

2017-2018 Days of Student Non-Attendance

October 9, 2017    World Heritage and Discovery Day (Columbus Day)
November 3, 2017   Teacher Institute for School Improvement
November 15, 2017  Student-Parent-Teacher Conferences
November 22-24, 2017 Thanksgiving
December 25-January 5 Winter Vacation
January 15, 2018   Dr. Martin Luther King Jr. Commemoration Day
February 2, 2018   Teacher Institute for School Improvement
February 19, 2018  Presidents’ Day
March 26-30, 2018  Spring Vacation
April 13, 2018     Teacher Institute for School Improvement
April 18, 2018     Student-Parent-Teacher Conferences
May 28, 2018       Memorial Day

School Fees

School funding in Illinois, and to CPS in particular, is in shambles. However, the quality of education, especially at Wildwood, is not. Living with the tension of always having to do more with less, and to do GREAT beyond more, is stressful. We have to ask parents for financial help to do what we want to do for children.

The LSC sets a $180 (dollar a day) school fee to pay for the instructional resource (prioritized by teachers to stay within the dollar a day ask) for which the district does not. What you give to Wildwood directly benefits the children of Wildwood. We need school fees to be paid by every family.

There is an Online Payment Site for your convenience. Partial payments over time are acceptable. We will remind parents who still owe any fees at regular intervals throughout the year.

Most of you are at Wildwood because you value education and want the best elementary experience for your child(ren). Your financial support through payment of the school fee, as well as maximum participation in school fundraising, is more critical than ever. We cannot continue to provide the quality resources and amazing learning opportunities without it.

Many schools resort to gimmicks, incentives, threats, or sanctions to get parents to pay fees. We are hoping a simple ask and a promise that our teachers will continue to go above and beyond every day for every child is enough to garner your commitment and support.

Student Entry

Door 13 is open for entry at 8:30am to the lunchroom for free breakfast. 8:45 am entry is as follows:

- Kindergarten students line up and enter through Moselle Door #3. Parents stay with children.
- Grade 1 enters through Atrium Door #4
- Grades 2-3 enter through Hiawatha Door #2
- Grades 4-8 enter at Annex Door #13 (by the aquarium)

Students in the lunchroom will be dismissed to their classes. K-3 will have a staff member escort them to their classrooms at 8:45am.

In case of inclement weather (heavy rain, extreme temperature or wind chill), students will be allowed in the building at 8:30. K-3 should enter through Hiawatha Door#2 (main entrance) and go to gym. Grade 4-8 enter at Door 13 (Aquarium) and wait in lunchroom. If the weather is bad, keep your children at home as long as possible.
Student Dismissal Location
- Kindergarten is dismissed through Moselle Door #3
- Grade 1 is dismissed through the Atrium Door #4
- Grades 2-3 are dismissed through Hiawatha Door #2 (Main Entrance)
- Grades 5, 6, and 7 are dismissed through the West Annex Door #11 (by the baseball field)
- Grades 4 & 8 are dismissed through Annex Door #13 (by the aquarium)

Lunch / Recess Schedules

<table>
<thead>
<tr>
<th>Times</th>
<th>Lunch</th>
<th>Recess + 5 minutes PE (Chicago Run)</th>
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<tbody>
<tr>
<td>11:20-11:45</td>
<td>108, 229, 231, 226, 228</td>
<td>109, 106, 107, 329, 331</td>
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<tr>
<td>11:45-12:10</td>
<td>101, 102, 330, 332</td>
<td>104, 105, 326, 328</td>
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<td>12:10-12:35</td>
<td>104, 105, 326, 328</td>
<td>101, 102, 330, 332</td>
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Attendance Policy: State Law and District Compliance
Strong attendance maximizes learning time. It also helps with school funding and helps maintain a school rating that allows Wildwood certain autonomies within the district.

As defined by the School Code of Illinois, Chapter 122, Section 26-2a, a “truant” is defined as a child subject to compulsory attendance who is absent without a valid cause, which include (i) illness; (ii) observance of a religious holiday; (iii) death in the immediate family; (iv) family emergency; (v) circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student; (vi) other situations beyond the control of the student as determined by the principal, or principal’s designee, on a case-by-case basis.

Reporting Absences and Absentee Excuse Form
If your child is going to be absent, it is important to inform the school. Please call the office at 773-534-1188 by 8:30 am. When your child returns to school, a written note must be sent stating the reason for the absence. Even if you have called the school, you must still send a note. Board policy requires a written excuse from the parent stating a valid reason for the absence prior to changing an unexcused absence to an excused absence in the system.

After 5 and 10 days of unexcused absences, a notice will be sent by the school to the parent/guardian. 9 days of unexcused absences results in mandatory summer school for 3rd, 6th, and 8th graders. The Absentee Excuse Form is on our website. While use of this form is not mandated, we think it will make it easier for parents, teachers, and the office to make documentation of absences more systematic and routine.

Tardiness
Tardiness damages a child’s ability to have an organized, coherent start to the school day. S/he has missed out on opening activities and learning, on organizing materials, on preparing for the day, and other introductory or transition supports from the teacher. Tardiness also inevitably disrupts learning for other children.

It is for the benefit of your child(ren) that we ask you arrive on time. Waking up, morning routines, traffic, and weather aside, communicate that school is important by ensuring your child arrive on time and ready to start school every day.

Teachers are required to take attendance electronically when the school day starts. If a child has not arrived, s/he is marked absent. The system automatically enters all absences as unexcused. When a child arrives late, the office makes the attendance correction to tardy. Besides the obvious safety concerns for knowing who is and isn’t in the building at any given moment, tardiness must be tracked and documented to ensure children who are tardy do not retain unexcused absences in their record. For this reason, children who are tardy are required to enter at the door on Hiawatha and obtain a tardy slip prior to going to class. By Board policy, students who arrive more than 1 hour late are marked down as a half day absence.
Early Pick-Up and Dismissal Exceptions
In the event your child needs to be picked up early from school, parents must enter required information in the log book in the office. Remember that when a child misses more than one hour of school, it is considered a half-day absence. A child may only be released to those adults indicated on the emergency form for pick up, so please be sure to complete that form, or provide it to the office in writing or email. We just need direct communication from the parent or guardian about other adults picking up children. Adults come to the main office, not your child’s classroom, to pick your child up early.

If you know you are picking your child up early, it is helpful to give the teacher and office advance warning. Call the office a few minutes before your arrival. Allow time for flexibility as it may take a few minutes to get your child ready for dismissal and to the office. We don’t want your child missing instructional time waiting up in the office for pick.

Children must have written permission by a parent or guardian to be picked up by someone other than persons listed on the emergency form kept on file in the office. A note must be sent with the student in the morning and given to the teacher indicating who will pick up the student. The office will not accept phone calls for pick-up arrangements. If your child will not be attending his/her normal after school program, please inform the school in writing.

In Case of a Family Emergency
Please contact the school directly at 773-534-1188 if you have an emergency that impacts who will be picking up your child from school. Please ensure that the school has reliable emergency contact information and reliable back-up contact information. Please be sure all correct information is included on the district form. Let the school know of any emergency and do not call your child’s cell directly. We would like to support your child in processing a difficult situation.

TRAFFIC, PARKING, and PEDESTRIAN SAFETY
There have been several close calls with children almost being hit or injured because some parents do not know or follow the simple rules of traffic safety. We do not want to have a tragedy in order for our school community to pay more attention to these issues. Please understand the following rules are for the safety of all the students and families at Wildwood.

Do not park and leave your car in drop off areas or anywhere that is illegal or disruptive. (e.g. driveways, crosswalks, fire hydrants). Double parking or standing causes congestion, disrupts traffic flow, causes drivers to have to go around, makes it difficult to see pedestrians, and is inconsiderate to other families.

The school parking lot is NOT a designated drop off or pick up area. It is a heavy traffic area at the beginning and end of day and should not be used by parents during entry and dismissal.

There is no parking on Moselle/Bob Cole Court (kindergarten entrance) from 8:30-9:00am or from 3:30-4:00pm. In general:

- NEVER allow your child to exit your car onto the street. They should always be exiting curb side.
- Do not ever allow your children to cross the street in the middle of the block at drop-off and pick-up.
- All students AND parents should be crossing at crosswalks and adults should be modeling good pedestrian safety.

Student Drop Off from Vehicles (AM Entry)
There is ONE designated student drop off at Wildwood. Plan your drop off route by driving south on Hiawatha. Drop off is a simple drop-n-go at the north end of the fire lane on Hiawatha BEHIND the buses.

- Students should always exit the car curb side. Practice this with your children and make sitting on the right side of the car on the way a habit.
- The driver does not need to park or get out of their vehicle. Please pull up into the fire lane area as close as you can, out of the traffic lane.
- Students exit vehicles directly to the sidewalk, curb side
Student Pick Up by Vehicle (PM Dismissal)
There is no designated pick up area at dismissal. Parents should find a legal parking spot in the neighborhood.

FOOD, SNACKS, PARTIES

Food Service, Health, and Fitness
Wildwood follows the district’s highest standards as far as health and fitness. We are an allergen-aware and allergen-compassionate school. We do not allow candy fundraising, candy or food rewards, or food-oriented birthday celebrations. Please support us by refraining from sending candy, treats, or unhealthy snacks to school. Soda pop is never permitted. Teachers only allow gum as a tension reliever during testing, so please do not send gum to school. Nutrition information about the school breakfasts and lunch is available at the link on the school website. Please refer to the healthy, allergen-free approved snack list for class parties.

Breakfast and Lunch
Free breakfast and lunch is provided for all students. Children coming for breakfast may enter the school at 8:30 through Door #13 (Aquarium). Except for Kindergarten, students also have the option of a grab-n-go breakfast, taking it to their classrooms. We ask kindergarten parents whose children want a school breakfast to bring them to the lunchroom at 8:30. If a kindergarten student takes a breakfast, she or he will eat at a designated table in the hallway near entry. We cannot have any food coming into the kindergarten classrooms for any reason.

A lunch menu calendar is provided at the beginning of every month on the school website under the Students tab. Students may bring lunch from home, respecting the rules regarding not bringing nuts/allergens, pop, and candy.

Wildwood IB is ALLERGEN AWARE and allergen-compassionate!
No nuts or tree-nuts may come to school.

STUDENTS MAY NOT BRING pop, gum, or candy to school. None of this is allowed.

Birthdays: Classroom Library Books and Classroom Treasures
Do not bring food treats of any kind for birthdays. If you want to celebrate your birthday, do it through a donation to the classroom or a book for the classroom library. Teachers are generally willing to acknowledge your birthday by reading the books or letting you read to classmates. The Approved Snack List for classroom parties can be found on the Wildwood IB website.

Student Dress Code
Wildwood IB expects you to show good judgment when selecting clothing for school. Clothing, hairstyles or other adornment may not interfere with the health and safety of any student and may not disrupt the educational process of the school. Items of clothing worn by students which are found to be offensive, questionable, or with inappropriate messages or graphics are not allowed. Students wearing such attire will be asked to call home so that a parent can bring appropriate clothing to school.

Student Daily Attire
- Except for cases of religious observance, hats, hoodies, and headgear are not to be worn while in the school building.
- Students go outside for recess on most days. You must be dressed for the weather.
- Shoes must be worn at all times. With the new PE policy, we encourage tennis shoes every day because there is some sort of PE or movement every day. No flip-flops.
School is a place for work and learning. Clothing choices need to reflect a respect for self, others, and the learning environment.

**Gym Dress Code**
On gym days, you must wear gym shoes and clothing in which you can move comfortably. Wildwood IB School attire is preferred, but not mandatory.

**CPS Network Policy**
All Wildwood teachers, students, and parents must comply with CPS policies and standards regarding use of the CPS Network. That said, teaching appropriate, safe, and responsible use of the Internet and cell phones will open up resources for learning in unprecedented ways. College curriculum, connecting with experts, instant information to inform the direction of an inquiry, survey tools are all free and accessible.

CPS and the State of Illinois mandate an Internet Safety curriculum. We need to go beyond this and make it an aspect of global citizenship and the IB Learner profiles to use cell phones, searching, and social networks as learners and advocates.

**Cell Phones**
Cell phones must be turned off and put away while in school. Phones may be confiscated for misuse.

**Devices**
Wildwood IB provides devices to enrich and support learning. Inappropriate, careless, unsafe, or disruptive use of devices for other purposes will result in loss of their use.

**Lockers**
Your teacher will assign you a locker. If you are in the annex (grades 4-8) you are allowed to bring a combination lock to secure your locker. You must provide the combination to your homeroom teacher. Leave valuables, games, cards, toys, or other “play” items at home. Wildwood IB is not responsible for lost, missing, or damaged personal items. Backpacks and personal items should be kept in lockers.

**Emergency School Closings and Emergency Evacuations**
Please check local radio and television stations for up-to-date announcements regarding school closings due to inclement weather.

In the event of an emergency at Wildwood, which results in the evacuation of the building, students will be brought to St. Mary of the Woods located across the street from Wildwood. If St. Mary’s is not available, students will go to Edgebrook Community Church on Hiawatha. Wildwood has a reciprocal agreement with both organizations.

See below for details on this aspect of emergency management:

Every staff member is assigned roles and responsibilities in an emergency situation. Staff is required to read, review, and question these in order to ensure in-depth understanding so there are no confusion or ambiguity in a real emergency.

- **Homeroom Teachers (18)** – stay with class, attendance, checklists
- **Classroom Assistants (9)** – stay with students and class unless assigned to ambulance
- **Specials Teachers (4)** – staging areas, information about where to wait to parents as they arrive, retrieve students, back up ambulance duty
- **Diverse Learner Teachers (6)** - staging areas, information about where to wait to parents as they arrive, retrieve students, primary ambulance duty
- **Admin/Office/Custodial: School sweeps, staging area, communication, coordination with emergency personnel and St. Mary’s**
**Communication During an Emergency**

- The school contacts fire department, police, and ambulance.
- The school contacts the CPS Safety and Security, the Network office, and Communications.
- As directed, the school, Network, or district will make an emergency robocall. **This is one of the reasons we must have current and correct emergency numbers for every child in our school.**
- Please follow all procedures:
  - Be calm and follow directions as to where to wait. These directions may come from emergency personnel, Wildwood staff, or other CPS staff.
  - Be orderly.
  - Social media and constant cell phone exchanges may interfere with emergency management. If your child contacts you via his/her cell, please help support a calm response and continue to follow procedures.
- We must maintain an orderly and check-listed dismissal procedure to ensure we know where every student is at all times.
- Parents will form an orderly line outside of the pick-up point and will have to verify their identity before his/her child will be released to them.
- No parents will be allowed into the gym / waiting area. Staff will locate the children and bring them to the door.
- If ambulances are needed, there is an ambulance team who will communicate with the incident command team which children are taken to which hospitals, and which staff member accompanied them. That staff member’s cell phone will also be available. Mrs. Reichert and Mrs. Brieske (or their designee) will have that information. We will make every effort to call parents with this information as soon as possible so you can go directly to the hospital.

**Illness/Accidents at School**

If a child becomes ill or is injured during the school day, the school will contact the parent or person indicated on the student’s emergency form. This means it is very important to keep the school updated of any changes in address or telephone numbers so we can best help your child.

**Medicine at School**

Doctor’s verification and order is required for any student to take or be given medicine at school. Please contact the school nurse through the main office if your child has a condition that requires medicine to be administered during school time.

**Confidentiality Rights**

All students have a right to confidentiality; therefore, no information will be released about any student except to that student’s parent.

**Visiting the School**

All visitors must first come to the main office and sign in and receive a visitors’ tag as a safety precaution. All visitors are required to wear their visitor’s tag for their entire visit to school. When leaving, visitors must sign-out at the office. It is for everyone’s safety that this rule be followed.

There is a specific visitor’s request form required and approved by the principal in order to observe in your child’s classroom. There needs to be a specific purpose and duration of the visit and a confidentiality agreement to respect the rights of other children. If you are having a specialist observe your child, there is additional documentation required. Please inquire with the counselor or principal.
Field Trips
When students are on field trips, they represent Wildwood. We want everyone to remember our students as courteous, kind, cooperative, and responsible. During a field trip, students must follow Wildwood school rules, bus rules, and rules and procedures for where they are visiting. The teacher has complete authority to deny field trips to students who do not follow rules.

Wildwood After School Programs, Park District, and Leaning Tower YMCA
Several fee-based program providers, with opportunities from art to chess to tae kwan do, provide onsite after school programs to Wildwood students.

As grant funding is won by our team, we are able to provide teacher and staff sponsored clubs at no charge, but with requisite participation and attendance commitments. These clubs occur Out-of-School and/or during non-instructional time (before, lunch/recess option, after).

The Leaning Tower YMCA provides before school care at the Y with morning drop off, and picks students up for after school care and programming at the YMCA.

The Wildwood Park District offers a variety of late afternoon/evening programming.

Information about all programs, clubs, and providers is provided via email blasts, backpack mail, and on the school website.

Wildwood IB Morning Program
The Wildwood IB Morning Program is a fun blend of athletic, social, academic, and creative activities to begin the day. Under the supervision of Wildwood teachers Ms. Daresh and Mr. VanOverbeke, students participate in a mix of structured games/activities, arts/crafts, free play, independent reading, and digital fun with tablets or videos. Tutoring can also be provided if student is struggling with something from class and one of the two supervisors can collaborate with their classroom teacher to assist the child as needed.

Payment and Billing – Monthly Payment for following month through school ePay online Payment System
Costs will be $10 per day paid in advance. Emergency /drop in will be charged $15. There will be no refunds. The link to the online payment will be available on the Wildwood IB website prior to the start of school year.

Entry Protocols:
Students enter from 7:00–7:30am by the Aquarium door. Drop-and-go- staff will be at the door. For entry after 7:30 please enter by office (on Mendota). If entering after 7:30, students must be walked by parent/guardian to gym or library.
CURRICULUM, INSTRUCTION, ASSESSMENT

Wildwood IB Curriculum
As an International Baccalaureate school teachers develop units of inquiry based on the Common Core State Standards, best practices for integrated curriculum design, instruction, assessment, and reflection. Teachers have mapped grade level curriculum across the quarter for every subject to give an overview of projects, themes, assessments, inquiries, and explorations for each quarter; however, in an IB school, this is an iterative process and is further refined for the students experiencing that curriculum in the current year.

Teachers present an overall explanation of their units and curriculum during Curriculum Night, and post current curriculum work on their pages on the Wildwood website.

Student-Driven Inquiry
Inquiry-based learning is a core aspect of the IB and most progressive education models. At Wildwood, we help students become inquirers as authentically as possible, by having them develop lines of inquiry as part of their IB units in PYP, by asking factual, conceptual and debatable questions as part of their MYP work. Student-driven inquiry is further developed through personal projects and various academic fairs.

Balanced Literacy
Balanced Literacy is an approach to maximize instructional time and engage learners in reading, writing, speaking, and listening on a daily basis. We want every student to love being literate and articulate. A balanced literacy classroom is set up so every child is engaged every day and over the course of the week in:

- **reading** at his/her instructional and independent reading via small group and individualized work with text
- **writing** for a variety of purposes and audiences, and learning English conventions through the writing process in the context of one’s path to improving writing strategy, skill, and
- **speaking and listening** in an academic and social context to develop critical skills for argument, reasoning, understanding others’ views, and
- **developing knowledge of grade level and academic vocabulary**, and working with word patterns, parts, and origins to build a strong foundation for knowing how English works

Mathematics
For the last six years, K-5 math curricula was based on a spiraled, conceptual mathematics model that teachers felt could be leaving knowledge gaps for students. Wildwood teachers spent the 2016-17 school year in professional inquiry on mathematics programs and structures that would netter address our need for coherence and consistency in conceptual, procedural, and application of mathematics curricula. This year K-5 is launching **Envisions 2.0**, and its accompanying **REALIZE** web-based application that lines up with the curriculum. Teachers will be rolling out aspects of this curriculum over the course of the year. Rather than accelerate to higher grades, students will be able to apply Common Core Math Practices at deeper levels with real world challenges. Our goal is deep mathematical understanding, thinking, and application, not simply task completion and acceleration.

Students in grades 6-7 will continue with **Connected Mathematics**, and 8th graders all participate in High School Algebra with **Connected Math** supplements to ensure all 8th grade math content is learned.

All grades participate in a school wide **Problem of the Month (POM)** at varying levels of challenge, school wide Math Gallery Walks, **Math Talks, Number Talks, Formative Assessment Lessons (FALs)**, and MARS tasks. MARS is a high-level national math assessment resource service that publishes challenging math problems at all grade levels to support Common Core mathematics instruction and practices.

As part of our supplemental math enrichment and support, we use **eSpark** for personalized math instruction in K-2; we will finish an ST Math subscription in grades 3-4-5 before transitioning those grades to **REALIZE**; and **Khan Academy** in grades 6-7-8. Dr. Cunat is a Khan Ambassador
IB Personalized Learning
As a school, we successfully competed for a series of innovation grants over the last several years, allowing us to purchase devices and many resources to develop our school wide model for personalized learning. We call our model “Wildwood IB Personalized.” The model is relatively complex, and shifts depending on grades and subjects. Its basic components are listed below.

Student Choice and Voice
Encouraging thoughtful and active participation in learning is central to fostering student ownership of, agency, and investment in the learning process. At Wildwood, student choice occurs through IB lines of inquiry, flexible seating, assignment menus and matrices, project-based learning opportunities, and workshop structures, to name a few. Student voice occurs through math talks, goal setting, one-to-one writing conferences, reflection, class meetings, and peace circles. Having a voice means one matters, to self and others. Voice and choice foster confidence and a sense of belonging.

Classroom Environments – Flexible Seating
Providing inviting, comfortable classroom spaces and places for students to sit, stand, kneel, or bounce is a core component of personalized learning. Students who need to have a traditional desk and chair are able to do so, as are students who prefer to

Technology Integration / Adaptive Resources – Wildwood IB Digital Backpacks
We are living in a digital universe, and students are engaged with screens at increasing rates and at younger and younger ages. At Wildwood, we want to be intentional with every minute students are on screens. We prepare our students to manage and engage in digital learning and interactions in a way that fosters academic growth, meaningful inquiry, critical thinking, and strong digital citizenship. We will not use devices and resources as busy work or simply “assigning” tasks. Technology is a tool that can take students beyond the classroom, support them designing and developing unique products as evidence of their learning, and self-manage the pace and direction of their learning.

As such, we commit to providing integrated instructional technology learning that ensures:
- appropriate, safe, and responsible use of all media, devices, and resources
- leveraging adaptive technologies to support individualized learning at each student’s level and interest.

For 2017-18, the digital backpacks by cluster include
  - K-2: eSpark for reading and math; Envisions 2.0 Realize for math; Learning A-Z (Raz Kids)
  - 3-5: ST Math through October; Achieve 3000 for literacy; Envisions 2.0 Realize for math; grade 5 ThinkCERCA
  - 6-8: ThinkCERCA, Khan Academy, grade 8 Membeam
- developing students as communicators: using word processing, spreadsheets, web-based classroom platforms, and productivity tools/resources as part of learning and developing work, products, and projects
- at increasingly complex levels, helping students leverage the internet and social media for inquiry, research, supporting projects, finding expert mentors, and creating their own digital footprints
- using other “best in class” resources to advance and strengthen learning in content areas as well as career and project-based learning
  - Learning.com
  - Defined STEM
  - BrainPop
  - Google Classroom
WIN Folders
“What I Need” WIN is a structure we instituted in 2011 to differentiate resources and instruction for skills and concepts acquisition based on the MAP(NWEA) results in reading and math. It began as a checklist of skills to be practiced and learned by students based on their RIT band, which is MAP’s way of organizing skills and concepts by increasing complexity and cognitive demand. Each student had an individualized WIN folder that itemized lists of skills to be learned and practiced prior to the next MAP test.

WIN has evolved to incorporate goal setting, reflection, in upper grades unpacking a Common Core standards and deciding with the teacher how to demonstrate understanding and learning, work samples, progress reports from online resources, and whatever the student and teacher determine is what is needed to make it to the next RIT band or level of quality of work.

Along with regular classroom assignment and assessments, IB formative and summative assessments, and the IB Portfolios, WIN folders provide a regular and systematic set of learning goals, work samples, and reflections to understand where students are mastering the learning standards, struggling, need additional challenges or supports, and are moving forward with the learning they need to show growth in targeted areas.

Inquiry Fair, Personal Projects, and IB Showcases
We instituted Wildwood Inquiry Fair in 2011 as a way to open up learning to student-driven inquiry and to better use the technology in which our PTA had invested. Inquiry Fair has evolved into grade level showcases of student learning infused with meaningful use of technology. Our personalized learning model has expanded to include opportunities.

Wildwood IB Planners Grades 3-5, 6-8
Customized IB student planners are provided to students in grades 3-8. The planner has three important purposes:

1) To help students stay organized.
   a. Homework logs, project due dates, notes pages, study helps, stop/go signals, personal whiteboard

2) To serve as a communication tool between parents, students, and the teachers.
   a. Student handbook and notes sections

3) To give students a place to set and track goals, to plan, and to reflect.
   a. Goal setting sheets, self-assessments, reflection logs.

The teachers and staff will expect students in grades 3-8 to use the planner, to keep it throughout the day, to have it every day, and to share it at least weekly with a parent/guardian and get a signature.

Homework
As much as possible, teachers will provide time to practice skills and work on assignments and projects in school. Students may be expected to complete work at home that was not completed during the time provided in school, but each student should talk about this with the teacher.

Any work done at home should HELP the student. It should not be stressful and it should not be too hard for a child to do on her or his own. If it is, encourage your child to do his/her best and talk to the teacher. Homework should not interfere with family time, time with friends, and other important activities.

One important thing: We want all Wildwood IB students to lead literate and numerate lives! As such, every day every child should:
• Read independently or with a family member 15-20 minutes – this can be any kind of reading (graphic novels, the newspaper, poems), but snuggling up with a good book is always good for you!
• Notice numbers, graphs, charts, and maps in everyday life. Discuss math concepts. Draw! Sketch! Create and do math problems. Measure! Estimate! Make a budget, maps and graphs! Read labels.

Time at home on school related tasks, for younger grades (K-4), should not exceed 10-15 minutes after reading. For grades 5-8, learning to manage time and tasks is an important skill, so working on school work at home may range anywhere from 15-60 minutes, sometimes more for 7-8.

Teacher will work with your child and communicate with parents to help make homework right for each child’s learning. This is part of our personalized learning work, and it is important each child see him or herself as a co-planner of homework with the teacher. Homework will look different for every student, because everyone learns differently and needs different supports and challenges. This is why it is important for each child to reflect, set goals, and plan with the teacher(s) where extra practice is needed, where extra challenges should be designed, and where each student can go deeper or faster or do something different altogether.

Teachers’ weekly/daily homework packets, menus, grids, calendars, or postings will reflect the current topics, standards, and assignments with resources or downloads. Teachers will give students time to write in their planner what to work on at home for that day. If not working on assignments, students will be expected to write reflections, skills, or a sample math problem from the day to share with parent/guardian.

Long Term Projects
Teachers will coordinate timelines and communicate project expectations, rubrics, and resources.

Grading
In an IB school, assessment and grading are based on criteria organized by rubrics as opposed to letter grades or how many items a student gets “right.” Projects, presentations, and workshop-type instruction are important to our IB inquiry-based culture of learning. Work is expected to show deepening levels of understanding, not simply getting it done. One of the jobs students will do with teacher(s) is to use the following framework to determine letter grades every five weeks for CPS and parents.

Wildwood IB Personalized Assessment Framework
At Wildwood IB, rubrics follow a simple framework based on levels of understanding. Students will be expected show understanding at deeper levels to get higher results.

Understanding is shown by doing the following actions:
• Performance Level 1-2 States factual knowledge, procedural knowledge, word knowledge, basic skills, concept definition (consistent end of quarter (summative) performance level is undeveloped, not yet meeting the standard - below C))
• Performance Level 3-4 Describes - contexts, concept s, elaboration, personal and unique reactions to ideas, describing strategies used (consistent end of quarter (summative) performance level is satisfactory (earning a C))
• Performance Level 5-6 Explains (meaning, making thinking visible in words and writing, explaining relevance, making connections, explaining broader concepts, explaining or constructing themes, explaining strategies) (consistent end of quarter (summative) performance level is above average, B)
• Performance Level 7 Analyzes, Evaluates, Justifies, Debates, Defends -unique themes, defending /arguing claims with evidence, exploring and analyzing conflicting perspectives or data, synthesizing
multiple perspectives (consistent end of quarter (summative) performance level is well above average, A)

- Performance Level 8 **Applies** -deep understanding to unknown/ambiguous situation or challenges, problem-solving a complex issue, designing/creating a unique solution (A+)

**Wildwood IB Portfolios**

Every IB student has a portfolio, which is a collection of his/her best work across the year. These portfolios are shared during student-parent-teacher conferences and at the end-of-year IB showcases. Teachers use these collections of work to support and monitor student progress and reflection on learning.

It is amazing to watch an older student look at their work from earlier years and be stunned by how much they have learned and how much they didn’t know.

Portfolios follow the program, so PYP (grades K-5) sends the portfolios home at the end of fifth grade. MYP collects student work, assessments, and reflections organized by the MYP assessment criteria.

**Wildwood IB Progress Reports and Standards-Based Grading**

In PYP, at the five week mark during second and fourth quarter, students receive a progress reports on key Common Core Learning Standards in Math, English Language Arts, focused content areas, and Spanish. The assessment for understanding framework is used for these progress reports. This report also contains feedback on how the child is developing on a select number of attributes of the Learner Profile and on IB attitudes.

The MYP teachers have recently decided to send end-of unit progress reports using the MYP assessment criteria for their subjects and units. This means parents will be receiving separate MYP progress reports at different times from different teachers during the quarter. Teachers will communicate via homework pages or email that these are coming home. The district five-week progress report will be based on how Gradebook translates teacher entries related to standards and MYP criteria.

We believe reporting academic and social-emotional progress this way provides a more holistic view of the child’s learning. We welcome parent comment and feedback on returning the signed reports to school.
SCHOOL–HOME COMMUNICATIONS & PARENT INVOLVEMENT OPPORTUNITIES

Student-Parent-Teacher Conferences
In an IB school, where students have been given significant opportunities to set goals, reflect, and self-assess, traditional parent-teacher conferences are transformed to student-led discussions, where a child shares his or her own learning and academic progress with parents. The teacher is present not to talk about the child or grades but to support children in talking about strengths, successes, challenges, and next steps. This level of student ownership allows for a dynamic where students articulate their school experiences in meaningful ways that contribute to their development of the IB Learner Profile.

Communication Protocols and Meeting Requests
All teachers and staff deserve the courtesy of being contacted directly if there is an issue or question involving your child. Please contact the teacher or staff member most directly involved. Teachers and staff are expected to address your concerns in a timely manner.

Please contact the Case Manager if your issue or concern involves specialized services and you are unsure which teacher or staff member to contact.

Parents are free to contact administration if 1) Your concern is of severe or critical importance and needs immediate administrative attention and/or action; 2) You have made an effort to communicate and address your concern or question with a teacher or staff member and it is still not resolved.

CPS Parent Portal
Parents can track attendance, assignments, and classroom tests via the CPS Parent Portal. To protect your child’s and family confidential information, a PIN number is required that can only be provided directly and personally to the parent by school administration, either face-to-face or via US Mail. If coming to the school is inconvenient, you may send a self-addressed stamped envelope requesting your child’s PIN report. Once you have the PIN number and your child’s CPS Student ID number (on the report card) you can set up your Parent Portal account at http://cps.edu/Pages/Students.aspx Contact Ms. Brieske if you receive a pending approval notice so administration can approve. (Sometimes this is automated, sometimes not.)

What students can do if you need help or do not understand something:
- Respectfully tell the teacher.
- Ask the teacher to explain it in a different way.
- Do the best you can on what you do understand, and write a note where you are confused.
- Talk to a parent or trusted adult. They may be able to help or to get help for you.
- Don’t give up.
- It is OK to admit you do not know.
- Older students: You may be able to do some independent inquiry on the area you are struggling. Talk to or email your teacher your ideas, and possible resources to explore.

Locating Information about what is happening in school
The Wildwood Website is the most current source for information happening at Wildwood.

The School Calendar on the Wildwood website is the most accurate and current as it is updated in real time, as soon as we are aware of changes. There are links to websites and social media for the school and parent organizations from the homepage. Teachers’ web pages have information specific to their classes.
Important information sometimes comes from the school, PTA, FOW, and the Board of Education comes home via backpack mail, so please check your child(ren)’s backpack and folders daily.

**Wildwood IB Weekly**
A weekly (and occasionally more often) informational email is distributed by the principal or assistant principal to apprise you of events, news, and other happenings at school. You can be added to the Wildwood Weekly distribution list by emailing principal Mary Beth Cunat at mcunat@cps.edu.

**Navigating the Wildwood IB Website** [http://www.wildwoodworldmagnet.org](http://www.wildwoodworldmagnet.org)

<table>
<thead>
<tr>
<th>About my child’s work, classroom and teacher(s)</th>
<th>About parent organizations and resources</th>
<th>About school programming and events</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to check my child’s homework.</td>
<td>I want to read the LSC meeting minutes</td>
<td>I want to send an email to a staff member.</td>
</tr>
<tr>
<td><a href="http://www.wildwoodworldmagnet.org">Academics&gt;Classroom/Homework</a></td>
<td>Parents &gt; Local School Council</td>
<td><a href="http://www.wildwoodworldmagnet.org">About Us&gt; School Directory</a></td>
</tr>
<tr>
<td>Select Grade</td>
<td>I want to pay my school fee on line.</td>
<td>Staff member picture &gt; Email link on vertical menu on left</td>
</tr>
<tr>
<td>Select Class</td>
<td><a href="http://www.wildwoodworldmagnet.org">News&gt;Announcements</a></td>
<td></td>
</tr>
</tbody>
</table>

| I want to find out what is going on in my child’s classroom. | I want to check on something with the PTA. | I want to access the Wildwood IB School Handbook 2016-17 |
| [Academics>Classroom](http://www.wildwoodworldmagnet.org) | Parents>Wildwood PTA | School Handbook under Student tab will be posted 8-31-16 |
| Select Grade, Click on class, Use vertical menu on left (not much there yet) | Link on vertical menu on left | |

| I want to get homework alerts | I want to join the PTA online. | I want to read the Principal’s Messages |
| Home> Announcements | Parents>Wildwood PTA | [Home > Principal’s Message](http://www.wildwoodworldmagnet.org) |
| [Directions for Setting up parent alerts](http://www.wildwoodworldmagnet.org) | Membership link in left vertical menu | |

| I want to go to the CPS Parent Portal through the school site | I want to find out more about Friends of Wildwood. | I want to find out about athletics. |
| Parents>Parent Portal | Parents>Friends of Wildwood | [Students>Athletics](http://www.wildwoodworldmagnet.org) |

| I want to check on the time and location for an event. | I want to make an online donation to Friends of Wildwood | I want to find out more about IB. |
| [Home> Calendar](http://www.wildwoodworldmagnet.org) OR [Home > Upcoming Events](http://www.wildwoodworldmagnet.org) | [Donate Piggy in upper right hand corner of homepage](http://www.wildwoodworldmagnet.org) | [Academics>IB Programme](http://www.wildwoodworldmagnet.org) |

| I want to find out more about a teacher or staff member | I want to find out about the Bilingual Advisory Council | I need counseling support for my child. |
| Staff member picture >click on his/her name or use vertical menus on left | | |
| I want to find out about and/or register for an after school program | I want to find out about the Bilingual Advisory Council | I want to know more about English Learners at Wildwood. |
| [Students>After School](http://www.wildwoodworldmagnet.org) | [Parents> Bilingual Adv. Council](http://www.wildwoodworldmagnet.org) | [Academics>English Learners](http://www.wildwoodworldmagnet.org) |

**Navigating the CPS Parent and Student Resources**

| Sign Up for [CPS Parent Portal](http://www.wildwoodworldmagnet.org) to Check Grades and Attendance | [CPS Resource Page](http://www.wildwoodworldmagnet.org) |
| http://cps.edu/Pages/ParentPortalSignUp.aspx | This is an incredibly rich array of resources provided by the district and organized by grade level. |
| Note: You will need the Student ID and unique student PIN number to sign up. By Board policy this can only be delivered directly to parent or via US Mail. Send a self-addressed stamped envelope if you want to receive a PIN letter via US Mail. Indicate PIN request on the return address. | [http://cps.edu/pages/timeline.aspx](http://cps.edu/pages/timeline.aspx) |
Home/School Communication

If you have concerns, questions, issues, or confusion related to something that happens in school, please contact your child’s teacher or the teacher most directly involved with the situation as your first point of contact. Wildwood teachers are responsive and accessible by email or phone. Many times what children bring home is limited in scope, and it is important you give the teachers a chance to address your concern.

We would like all parents to bear in mind that not every conflict that occurs between children is bullying. Social learning is developmental. Learning to care and share takes time. Learning to take responsibility rather than blaming takes time.

Please do not hesitate to escalate serious concerns to the administrative team.

To make parent-teacher conferences more effective, they must be scheduled when the teacher does not have a class or other responsibilities.

- Report Card Pickup Days are scheduled at the end of the 1st and 3rd marking periods.
- If you desire a more in depth conference or a conference at any other time, write a note or leave a message for your child’s teacher at the office requesting a conference.

It is recommended that you stay in close contact with the school by:

- Attending the WPTA and LSC meetings, joining committees, and/or volunteering at the school.
- Reading all information that comes home with your child.
- Helping your child talk about and reflect on his/her school day.
- Visiting our web site at wildwoodworldmagnet.org

PARENT ORGANIZATIONS

Wildwood IB Local School Council (LSC)
The primary responsibilities of the LSC include approving how funds and resources are allocated, developing and monitoring the annual school improvement plan, and evaluating and monitoring the school’s principal.

The LSC meets monthly during the school year to conduct its business, and also has the ability to call special meetings for critical discussion or votes that cannot wait until the next monthly meeting. All council meetings are subject to the Open Meetings Act, with public notice of the time, place, and agenda for each meeting being posted at least 48 hours in advance.

Parent and Community Representatives are selected via a public election every two years. Faculty Representatives and the Staff (Non-Faculty) Representative are elected internally by the school faculty itself. The School Principal is allotted a seat on the LSC by default. The makeup of the Wildwood LSC is as follows:

- 6 Parent Representatives
- 2 Faculty Representatives
- 1 Staff (Non-Faculty) Representative
- 2 Community Representatives
- School Principal

So what can you do? Stay informed as to the issues, challenges, and initiatives happening at Wildwood IB. The LSC meets at 6:00 pm on the second Tuesday of the month in the library. The meetings are open to the public. A brief public forum occurs at the beginning of every meeting and a longer one at the end. The agenda is posted on school doors at Mendota, Hiawatha, and aquarium door at least 48 hours in advance of the meeting. Join in on LSC Committee Work: Bilingual/Multicultural Advisory, (BAC), Family and Community Engagement (FACE), Technology, School Improvement, Facilities, Health and Wellness, Budget, and Principal Evaluation are all working groups where parents can join the work.
LSC Bilingual Advisory Committee and an Invitation to Launch a Diversity Appreciation Committee

The Bilingual Advisory Committee is a mandatory committee for any school that receives federal or state funding for English Learners (ELs). We have long had a goal for this to be an active, engaged group of parents who help set the tone of multiculturalism and an appreciation for learning and speaking more than one language.

Given the events of summer 2017, many parents and teachers have expressed an interest in shifting/revising a school community group to focus on addressing issues of equity, diversity, tolerance, democracy, kindness, and the IB Profile attribute of open-mindedness. We would love to build this out from our culture and climate advisory committee.

Family and Community Engagement (FACE)

At Wildwood, this LSC committee has become the structure for multiple parent groups to interface and coordinate their efforts. FACE meetings have focused on ensuring communications and events are organized to minimize confusion and maximize parent participation. The role of FACE can expand or narrow depending on the needs of the school and parent organizations. As we seek to broaden our work on diversity awareness and appreciation this year, FACE will likely play a central role in that work.

LSC Technology (and Innovation) Committee

The Technology Committee is made up of parents and teachers who are committed to building and maintaining a strong 21st Century Learning environment through research, strategic planning, collaborative decision making, and program evaluation. New members are welcome. Meetings dates are posted on the Wildwood Website Calendar. The Tech Committee reports to the Local School Council.

Wildwood IB Parent Teacher Association

The WPTA provides outstanding support to teachers and the school in numerous ways. Cultural events and assemblies, community events to build parent participation and involvement, fundraising for enrichment and technology (including iPads and iPods), gift cards to teachers at the holidays, room parents to support classroom communications, providing funds for teacher “extras” like classroom libraries and presentation stations...the list goes on and on. Wildwood would not be the school it is today without this amazing organization.

So what can you do? Join the WPTA. Come to their events...which are posted on the Year at a Glance and website calendar. Volunteer for something they are doing. Get involved. The PTA meets the first Tuesday of the month in the lunchroom at 7:00pm. BE PART OF THIS AMAZING ORGANIZATION THAT DOES SO MUCH FOR OUR STUDENTS!

Friends of Wildwood IB

Friends of Wildwood IB organized in the 2014-15 school year for the sole purpose of raising funds for Wildwood IB school programming that could not be funded through other means. It received approval to fundraise for school music programming and athletics. Its ambitious goal is to establish a sustainable fundraising strategy for to ensure in-school music instruction and extracurricular athletics for our students.

So what can you do? Support the fundraising efforts of FOW. Come to the meetings and share your area of strategic expertise to keep improving fundraising strategy and effort. We need every parent to contribute what they can and encourage family members and friends who love and care about their child’s experience of school to give generously. FOW funds directly benefit Wildwood students through programming that would not otherwise exist. Please donate!
VOLUNTEERING

Volunteers: CPS Policy, Wildwood Protocols and Procedures
School volunteers who come on a regular basis (multiple times per week or more than five hours a week) must complete a CPS volunteer online application, then follow up with a background investigation and TB test. Misrepresentation on any of these forms may result in immediate disqualification of a volunteer applicant.

Incidental volunteers (one day, once in a while, field trips) and LSC members are excluded from the CPS Volunteer policy.

Wildwood is singularly fortunate to have so many parents and community members who volunteer on a regular basis to help the school. In order to manage this gift and stay abreast of who is in our building and why, we are tightening our protocols for managing volunteers.

ON AN ANNUAL BASIS:
▪ New volunteers are required to participate in a Wildwood Volunteer Orientation, which we hold at different times for new volunteers throughout the year.
▪ All volunteers must complete and submit a volunteer application and go through a background check.
▪ All volunteers must comply with the CPS Volunteer Policy and all policies while volunteering.
▪ Teachers may not use any volunteer who has not been officially cleared by the CPS Office of Safety and Security.
▪ All volunteers will be able to log on to a volunteer site for specific tasks and dates that staff will provide. Our volunteer coordinator will get task lists from staff and post them.
▪ All volunteers must sign a confidentiality agreement.
▪ Volunteers must sign in at the office or security desk and indicate specifically where they are working and what time they are leaving. They are required to sign out as well so we know they are no longer in the building.
▪ Volunteers are kindly requested to leave the school when they have completed their volunteer task(s). School is a place of business and we greatly appreciate parents respecting our learning environment, children, and teachers by refraining from ad hoc meetings and social gatherings in school during school hours.

General Membership WPTA Volunteers
There is always a volunteer opportunity with the PTA. If an opportunity is taking place beyond “incidental” volunteering and requiring regular contact with children over the course of several weeks or the year (e.g. Room Parent, fundraisers that require frequent presence in the building) please fill out and submit a CPS Volunteer Application. Otherwise, fundraisers and events that require occasional presence in school or set up/clean up after school hours are considered incidental.

ACRONYMS

CCSS - Common Core State Standards – the new and ostensibly more rigorous national standards, focusing on critical thinking and the application of learning rather than mere recall of factual information. The CCSS will be assessed using the PARCC - Partnership for Assessment of Readiness for College and Careers.

CIWP - Continuous Improvement Work Plan
The State of Illinois requires that all public schools have a school improvement plan. The LSC, with input from the community, ascertains the success of the school’s programs, identifies areas where improvement is needed, plans for the implementation of the changes and helps produce or revise the CIWP A copy of the CIWP is on file in the office and available for review upon request.

FOW - Friends of Wildwood – responsible for major fundraising for school programs not paid for by CPS
**IB – International Baccalaureate**

**LSC - Local School Council** is made up of elected parents, community members, teachers and our principal. The LSC’s duties include school improvement planning, school budgeting and principal evaluation. Monthly meetings are held in the school library each month. Everyone is strongly encouraged to attend.

**MYP – Middle Years Programme (IB Grades 6-10)**

**NWEA** Northwest Educational Association – the developers of the district online benchmark assessment system **MAP** - Measure of Academic Proficiency, which will be administered up to three times a year, starting as early in the year as possible. One of Wildwood’s strangest idiosyncrasies is to refer to this test as “**Nee-wah**” which started when the test was first piloted in 2009 and entered the vernacular of the school, stubbornly staying in the way the test is referenced at Wildwood.

**PYP – Primary Years Programme (IB Grades K-5)**

**WPTA - Wildwood Parent-Teacher Association**

The WPTA is made up of parents, teachers, and staff. The WPTA fundraises and then uses those funds to enhance curriculum, fund scholarships, social events, extra-curricular activities, classroom supplies and much more. They form alliances between the parents, the school and the community to make Wildwood a great place to go to school. Come to the WPTA meetings the 1st Wednesday of each month and meet other parents who want to help our school.
Wildwood IB Information

To see the detailed CPS Policies on any topics of on interest or concern, there is a CPS Policy search site at http://policy.cps.edu/Policies.aspx

Introduction
The following information was compiled to better inform the Wildwood community of procedures and protocols regarding school safety, security, and emergency management. Please note that much of this information has been included in the School Handbook, the Teacher Handbook, the CPS Student Code of Conduct, and in various email, website, and teacher communications over the years. Some of it is in the Emergency Plan which has historically been a system document for internal use. It became apparent that having a comprehensive document itemizing with explicit detail safety, security, and emergency management information in one place was necessary. This document will become Addenda in an October update of the Wildwood IB School Handbook.

The district provides Emergency Management planning guidance, Homeland Security levels and response guidance, bomb threat protocols, and codes for varying types of emergency responses (ELSA - Evacuation, Shelter-in-Place, Lockdown, and All CLEAR). These guide the development of local plans and inform professional development, teacher and school handbook information, and parent communication. All plans are revised annually and reviewed by teachers and staff at the start of the school year.

That being said, one can never be too prepared and review too much. Teachers are being required to review all safety, security, and emergency plans on a regular basis. They are also required to discuss at the appropriate level with their students possible emergency scenarios and how they will manage them as a class.

School Safety and Security – General
We have a full time security officer who does several routine safety walks throughout the day. We control building entry via a door security system that has camera for viewing and lock controls from the Main Office and the principal’s office.

During the school day all visitors without exception are expected to enter through the Mendota door and sign in at the main office. All staff is expected to stop any adult who does not have a visitor badge and ask them to go sign in at the main office. There are many Wildwood parents whose faces are familiar to most of the staff. We still ask them to come through Mendota, sign in, and receive a visitor’s badge.

Outward facing signage directs all visitors to the Mendota door and Main Office. Inward facing signage reminds students and staff to not open the door for anyone and to be sure doors close securely upon entering or exiting.

Wildwood has an array of security cameras that are active and functioning outside in the parking lot and recess areas, as well as hallway, stairwell, and lunchroom cameras inside the annex.

Entry alarms and motion sensors contribute to building safety during non-school hours. Triggered alarms go to administrators as well as CPS Safety and Security, who call the police if an intrusion is suspected.

We are singularly fortunate with nurses present in the building. There is always one, sometimes two, and on team days we may have three!

School Safety and Security – Specific Supervision

Arrival
Non-certified staff are assigned to supervisory posts (traffic, doors, lunchroom) beginning at 8:30. Certified staff does not have to report for duty until 8:45, but some support morning supervision and entry during this time.
Breakfast
At 8:45, staff assigned to breakfast supervision in the lunchroom line up students in 4th-8th to go to their classrooms. They then line up and escort students in K-3 to their classrooms.

Lunchroom
The lunch schedule is set up to minimize numbers of students in the lunchroom and to create less crowded conditions for outdoor play. There are currently four lunch sessions of 25 minutes each 10:55, 11:20, 11:45, and 12:10. Ms. Kelley is the main supervisor with at least three to four other teachers or classroom assistants and a custodian per lunch period. This is a ratio of 4-6 adults to 100-120 children.

Recess
There are four recess sessions of 25 minutes each 10:55, 11:20, 11:45, and 12:10. All recess sessions begin with a supervised lap around the track. Classes in K-5 are given Chicago Run credit for this lap.

Grades K-3 alternate use the playground, one grade at a time. Laura Riechert and three to five other staff members and volunteers supervise the playground. This gives a ratio of 4-6 adults to 50-60 students.

Grades 4-5 alternate the use of the tennis courts. Grades 6, then 7-8 have a combination of tennis courts and fields. Coach Steve and four to six other staff members supervise the courts and fields. For these classes the ratio is 5-7 adults to 60-120 students.

Staff outside have walkie-talkies in case of emergencies or injuries.

Transitions
Teachers in Grades K-5 are required to accompany their students during transitions to lunch/recess, specials classes like art or gym, and at entry and dismissal. Departmental teachers are required to collaborate on supervision during transitions, with the expectation that students are accompanied and supervised while using the stairwells and going to gym or the science lab.

Concert band and choir students are allowed to transition to their rehearsal sessions on their own, with the expectation that they take responsibility for arriving to rehearsal and back to class on time. We do have a staff member who is on call if this transition supervision becomes necessary.

Dismissal
Students on buses and in after school programs are dismissed separately and are accompanied to their locations by an assigned staff member. SECAs generally accompany their students though dismissal and/or support traffic safety or office management.

Homeroom teachers end the day with their homerooms and are required to walk their students to the exit areas. Teachers of grades K-5 wait with their students until pick up. Teachers in grades 6-8 collaboratively supervise dismissal in stairwells, halls, and at exit doors.

Special education and specials teachers are expected to support dismissal at hallway posts to be sure all students are safely exiting and/or connecting as necessary with parents or programs.

Supervisory Volunteers
We have found it challenging to sustain a parent volunteer force for supervision support before, during, or after school. Some members of the Chicago Police Force volunteer as they can, and for that we are truly grateful. We can always use volunteers at breakfast, lunch and recess. We insist on confidentiality regarding situations that sometimes arise there. In the past we have had parents uncomfortable with other parent volunteers saying anything to their children about
behavior, so we ask volunteers to let the staff on duty handle those situations unless there is an immediate safety, health, or injury concern.

**School Safety – Drills**

Teachers must know how to quickly find all emergency protocols for every location of the school.

- Every classroom has posted the emergency evacuation route, the lockdown drill routine, and the shelter-in-place location.
- Teachers discuss and practice these drills with students prior to the official drill.
  - **Evacuation**
    - Evacuation drills occur monthly. Classes take the nearest exit and walk away from the building. Teachers take attendance and wait for the all clear.
    - Most drills are unannounced, but for very cold weather we will allow students to get their jackets.
    - At times, fire department personnel will block an exit or pull students to see how the staff and students manage those scenarios.
  - **Shelter in Place (Tornado, Severe Weather)**
    - The interior safe areas are those that are well away from windows and doors, along an interior wall or stairwells. Students may be expected to form double lines seated on the floor on either side of the hallways, with heads down. If there is a continuing threat, the protocol for at-school emergencies will go into effect and students will be in homeroom groups in the safest parts of the interior of the building.
  - **Lockdown**
    - This procedure is used in case of an intruder or imminent danger in the neighborhood. Lockdown is called over the PA. Teachers immediately pull any students from halls and bathrooms into their classrooms. They lock classroom doors, move students to a corner of the room not visible at the door, and pull window shades. They demand silence. If they have pulled students from other rooms they use their cell phones or email to notify that teacher who they have. All stay hidden in place until “All Clear” is announced by police or administration.
  - *(optional) Earthquake*
    - We participate in the statewide earthquake drill every October 19. This involves going to the floor and covering one’s head with one’s arms. Students in wheelchairs can remain in their chairs with wheels locked, and cover their heads as possible or with adult support.

**Parent Entry, Visiting, and Volunteering**

During school entry at the beginning of the day, staff is posted at doors to allow students inside and control the flow of entry. Sometimes parents ask to come in to help bring in their children’s projects, PTA or classroom donations, information for the main office, or to touch base with the teacher. When staff knows parents or relatives, this flexibility seems acceptable. As a community of parents you may be asked to help decide if this practice should be tightened up and all parent entry is through Mendota no matter what and no matter the frustrated arguments.

Because children are the primary and most important responsibility of teachers and staff, appointments of matters that need more attention should be scheduled rather than attempting ad hoc adult conversations that distract from supervisory or instructional responsibilities.

Signs are externally posted to direct visitors to the Mendota door during school hours and internally to not allow visitors and to be sure doors are closed securely on entering and exiting.

All visitors and volunteers must first come through the Mendota Door and to the main office and sign in and receive a visitors’ tag. All visitors are required to wear their visitor’s tag for their entire visit to school. When leaving, visitors must sign-out at the office. We need to know who is in the building should there be some sort of emergency.
There is a specific visitor’s request form required and approved by the principal in order to observe in your child’s classroom. There needs to be a specific purpose and duration of the visit and a confidentiality agreement to respect the rights of other children. If you are having a specialist observe your child, there is additional documentation required. Please inquire with the counselor or principal.

Traffic, Parking, and Pedestrian Safety (from Wildwood IB School Handbook)
There have been several close calls with children almost being hit or injured because some parents do not know or follow the simple rules of traffic safety. We do not want to have a tragedy in order for our school community to pay more attention to these issues. Please understand the following rules are for the safety of all the students and families at Wildwood.

Do not park and leave your car in drop off areas or anywhere that is illegal or disruptive. (e.g. driveways, crosswalks, fire hydrants). Double parking or standing causes congestion, disrupts traffic flow, makes it difficult to see pedestrians, and is inconsiderate to other families.

The school parking lot IS NOT a designated drop off or pick up area. It is a heavy traffic area at the beginning and end of day and should not be used by parents during entry and dismissal.

There is no parking on Moselle/Bob Cole Court (kindergarten entrance) from 8:30-9:00am or from 3:30-4:00pm.

In general:
- **NEVER** allow your child to exit your car onto the street. They should always be exiting curb side.
- Do not ever allow your children to cross the street in the middle of the block at drop-off and pick-up.
- All students AND parents should be crossing at crosswalks and adults should be modeling good pedestrian safety.

Student Drop Off from Vehicles (AM Entry)
There is ONE designated student drop off at Wildwood. Plan your drop off route by driving south on Hiawatha. Drop off is a simple drop-n-go at the north end of the fire lane on Hiawatha **BEHIND the buses**.

- Students should always exit the car curb side. Practice this with your children and make sitting on the right side of the car on the way a habit.
- The driver does not need to park or get out of their vehicle. Please pull up into the fire lane area as close as you can, **out of the traffic lane**.
- Students exit vehicles directly to the sidewalk, **curb side**

Student Pick Up by Vehicle (PM Dismissal)
There is no designated pick up area at dismissal. Parents should find a legal parking spot in the neighborhood.

Bus Safety
The district provides buses both through the magnet program and through the Office of Diverse Learners Supports and Services. We also encourage teachers to take students on field trips which align with their current units of inquiry.

The chaperone to student ratio on all day (Category 1) trips is 1:10. Teachers are required to carry class lists with contact numbers and take attendance at every transition for a trip (e.g. on/off bus, groups reconvening at designated trip locations, return), organize chaperones with this information, ensure cell phones are charged and on in case of any emergency. Students may be expected to wear school or group identifiers.

For Category 2 (overnight) trips it is 1:6. **(Specific from CPS policy per category 2: The principal must appoint a School Tour Supervisor and identify trip chaperones in a ratio of one (1) adult to every six (6) students with a minimum of two (2) chaperones on every trip, one of whom must be a certified teacher employee.)**
Students are required to stay seated, wear safety belts at all times, and behave appropriately on the bus as they would in school. Students enter and exit buses one at a time and go to sidewalks or designated areas with a chaperone if there is a need to wait.

Wildwood staff conducts annual bus evacuation drills for all students.

**Medicine at School**
Doctor’s verification and order is required for any student to take or be given medicine at school. Please contact the school nurse through the main office if your child has a condition that requires medicine to be administered during school time.

**Student Safety Related to Physical Well Being**

*Asthma, Allergies, and Medical Fragilities*
We have a long and varied list of severe to moderate allergens across every grade. That is why we have taken the “Allergen Aware and Allergen Compassionate” stance we have taken at Wildwood and ensure all classroom parties or events respectfully follow the Safe Snack List.

Every student identified with asthma, allergies, and/or medical conditions has an accompanying safety plan. If that plan includes an Epipen, these are either with the student or with the staff member who has immediate supervisory responsibility for that student.

This year we are adding a stock Epipen box to the lunchroom in addition to the one required in the Main Office. Since so many of our allergens are food based, having these closer to where students eat gives an added measure of precaution.

All teachers and staff must complete annual Allergy, Asthma, and Blood Born Pathogen training that include Epipen administration. Also, we have an assigned CPS nurses and parents with specific knowledge and experience in our community who provide input on additional ways to keep children safe related to potential issues that could occur with an anaphylactic reaction.

**Illness at School**
If a child becomes ill during the school day, the school will contact the parent or person indicated on the student’s emergency form. Depending on the nature of the illness, sometimes the child remains in school, sometimes the parent opts to pick the child up for early dismissal, and sometimes the staff requires a parent or designee to pick the child up. Please be sure the office has your current and correct emergency contact phone numbers.

**Ambulance and Hospitalization**
If for any reason we need to call 911 regarding an urgent need for medical attention for your child, you will be notified immediately after. If you are unable to get to school on time to go in the ambulance, a staff member will ride in the ambulance with your child and meet you at the hospital. The office will provide you that staff member’s cell phone number so you are able to receive updates until a parent or designee arrives at the hospital.

**Injury to Student – Recess and Physical Education**
Minor injuries are addressed by the office staff or school nurse, logged in a journal, and the parent is notified as with illness (see above). Injuries or accidents that require medical attention are recorded in a district system called Verify. The supervising staff member most knowledgeable of the accident or injury is required to file a detailed report which is then uploaded to Verify. Parents can request a claims report any time an incident is logged in the system.

**Injury to Student - Code of Conduct Violation**
If a child is hurt or injured by another child, the first priority is to take care of child’s injuries as explained above. A detailed report of the incident is provided to the administrative team by the staff member most knowledgeable of the incident. The admin team conducts any necessary investigation. Once the situation is understood and due process conversations have occurred with student and parent, the incident is entered into Verify, which includes a reporting mechanism for any Student Code of Conduct violation, consequences, and a process to identify injured parties (victims), witnesses, and perpetrators.

**Injury to Teachers and Staff**

In any given public school there are students whose profiles include social-emotional diversities that may include aggressive behaviors. Teachers and special education classroom assistants have been trained in managing these behaviors and informed of the interventions, procedures, and action steps according to the child’s Individualized Education Plan (IEP) and the CPS Student Code of Conduct (SCC).

Should a teacher or staff member become injured while managing any student exhibiting aggressive behaviors, there are procedures to follow which include:

1) a detailed report of the incident to the administration which is then entered into the Verify, district incident reporting system with subsequent communications to parents, and SCC consequences implemented as appropriate;
   a. If a child has an IEP, a meeting may occur to determine if the behavior was a manifestation of the child’s disability. If it is, there may be revisions to the behavior plan and or IEP.
2) a call to the claims company to report an “at work” injury, which is processed by an external investigator.

**Student Safety and Well-Being Related to Student Behavior**

Wildwood IB follows all district policies related to student behavior. While the SCC is primarily reactive, we have instituted several structures and programs to explicitly teach positive behaviors, and discuss the benefits of positive social choices.

Besides the ten attributes of the IB Learner Profile that are taught explicitly in and out of units and throughout every subject and grade, these programs and practices include Second Step, our Wildwood Essential Agreements, restorative practices, and talking circles. We also have monthly school culture themes like peace and kindness. We have special events and assemblies like Say Something Week, Bullying Prevention Month, No Name Calling Week and We Day Illinois.

We process behavior incidents with the students who exhibit problematic behavior and those that may have been directly affected by it. Consequences are kept confidential unless there has been evidence of bullying that requires a safety plan and subsequent communication, commitments, and follow up with the victim and his/her family.

In response to expressed parent concerns, the principal has been asked by the LSC what thresholds are there to communicate incidents that could be of wider concern to the community. For instance, a safety threat or a bias incident may occur in a classroom that impacts several students. What supports are put in place for the students to process this situation? Whose parents should be contacted?

What else has been asked of this administration is to communicate occurrences that, even though they were not directed toward a child, may create a sense of discomfort, uncertainty, or fear. The concern is anxiety is likely if the teacher or counselor do not in some way give the students in the class a chance to process the incident and voice their reactions.

Furthermore, we have been asked to communicate with parents of the students in the class when such conversations happen (in broad strokes) so parents are able to have supportive conversations at home, or to alleviate parent anxiety caused by community speculation. This seems reasonable.
This is a challenging request. Most students know who initiated problematic behaviors, so even when names are not named people know, speculate, and talk. Things get exaggerated. People take sides. Skewed accusations and allegations may be made. It becomes a matter of public opinion with parents weighing in on decisions and speculating on the effectiveness of actions and consequences.

Consider if you would want your child’s poor social choices, occasional lack of respect, disruptive moments, or seconds of selfishness, and the ensuing school response and communication about it to be held up under the scrutiny of public opinion.

My goal in every incident is to help students make things right with each other, to learn from mistakes, to make better choices, and to restore relationships. I am obligated by law to protect student confidentiality and by my own conscience to protect the dignity of every child, teacher, staff member, and parent in this community.

That being said, since disrespect, intolerance, bullying, and bias have a social impact, as principal I am considering this idea of thresholds. What should be communicated at what levels as it relates to our students’ feelings of safety, sense of well-being, and to the culture of the school? In all cases below, our school counselor and social worker are available for individual, small group, and class sessions to process with any student who needs it the impacts of socially negative or emotionally hurtful behavior.

The following list is not a commitment or policy choice- it is simply my reflections for feedback. To the letter every principal colleague I have consulted said his/her communication “threshold” to the wider community about discipline issues is only under the most extreme circumstances and always guided by the Law Department. Confidentiality always is the priority.

The CPS Student Code of Conduct informs all decisions for consequences of problematic behavior. In most cases, the Law Department provides the messaging that this is the case, policy was followed, and parents of students involved were notified.

- **Disruptive / Disrespectful Behavior** – behavior is logged and parent of student making poor choices is notified; as the class is impacted, class discussion should occur to reinforce positive expectations and discuss the benefits of socially positive choices.
- **Bullying** – if it determined that a situation may be bullying and not simply peer conflict, the CPS protocol to investigate and address bullying is followed. Parents of perpetrator and victim are involved in conversations (separately, not together) and a safety plan is written and implemented with follow up from staff.
  - Bullying is a component of our curriculum and will continue to be addressed, not to single out any bully or victim, but to address how to make better choices, how to manage situations when someone is being unkind, and how to be as inclusive and caring as possible.
- **Alcohol and/or Drugs** – Parents of student(s) involved are notified. There may be a communication to the parents of students in that homeroom or grade level to ask them to have conversations with their children regarding the situation that drugs and alcohol were discovered or used at school. (Twice in principal’s seven years)
- **Bias Incident** – Bias publicly and immediately denounced by teachers and staff present; parents of perpetrator and victim(s) notified; as age appropriate, students invited into a talking circle to address bias, prejudice, name calling, and why this behavior, action, symbol, or word(s) is/are not acceptable.
  - Parents of students in the class may be notified that a bias incident occurred, what was said or done (without naming names), what measures were taken to address it in school, and what questions might support conversations with their children at home.
- **Toy or Look Alike Weapon** - Parent of student involved is notified, SCC followed. There is likely to be a communication to the parents of students in that grade level to ask them to have conversations with their children regarding the look alike weapon; there will be a wider communication to the community via an email
(Law Department and Communications Department approved) to describe to the extent possible the incident and actions taken.

- **Hate Crime** - parents of perpetrator and victim notified. Police report filed. Hateful actions are denounced. Talking circles with all classes impacted, and an email (Law Department and Communications Department approved) may be sent to the wider parent community communicating what occurred, what was said or done (without naming names), what measures were taken to address it in school, and what questions might support conversations with their children at home.

- **Weapon** – immediate 911 and Lockdown procedure. Police manage these incidents once they are on scene. SCC applied. District approved communication may be sent to entire school community. If directed by Central Office, emergency procedures initiated for parent notification and for parents to pick up students (see Emergency at School below). Counseling, crisis management, and other social emotional supports implemented.

- **Suicide** - immediate 911 and other emergency protocols go into play. Area of incident secured. Police manage these incidents once they are on scene. Students kept in classrooms. District approved communication sent as determined by Law Department. Counseling, crisis management, and other social emotional supports implemented.

**Emergency School Closings**
Please check local radio and television stations for up-to-date announcements regarding school closings due to inclement weather.

**Emergency Evacuations (off-site location)**
In the event of an emergency at Wildwood, which results in the evacuation of the building, students will be brought to St. Mary of the Woods located across the street from Wildwood. If St. Mary’s is not available, students will go to Edgebrook Community Church on Hiawatha. Wildwood has a reciprocal agreement with both organizations.

Every staff member is assigned roles and responsibilities in an emergency situation. Staff is required to read, review, and question these in order to ensure in-depth understanding so there is no confusion or ambiguity in a real emergency.

- Homeroom Teachers (18) – stay with class, attendance, checklists
- Classroom Assistants (9) – stay with students and class unless assigned to ambulance
- Specials Teachers (4) – staging areas, information about where to wait to parents as they arrive, retrieve students, back up ambulance duty
- Diverse Learner Teachers (6) - staging areas, information about where to wait to parents as they arrive, retrieve students, primary ambulance duty
- Admin/Office/Custodial: School sweeps, staging area, communication, coordination with emergency personnel and St. Mary’s

**Communication during an Emergency**
- The school contacts fire department, police, and ambulance.
- The school contacts the CPS Safety and Security, the Network office, and Communications.
- As directed, the school, Network, or district will make an emergency robocall. This is one of the reasons we must have current and correct emergency numbers for every child in our school.
- Please follow all procedures:
  - Be calm and follow directions as to where to wait. These directions may come from emergency personnel, Wildwood staff, or other CPS staff.
  - Be orderly.
  - Social media and constant cell phone exchanges may interfere with emergency management. If your child contacts you via his/her cell, please help support a calm response and continue to follow procedures.
- We must maintain an orderly and check-listed dismissal procedure to ensure we know where every student is at all times.
Parents will form an orderly line outside of the pick-up point and will have to verify their identity before his/her child will be released to them.

No parents will be allowed into the gym / waiting area. Staff will locate the children and bring them to the door.

If ambulances are needed, there is an ambulance team who will communicate with the incident command team which children are taken to which hospitals, and which staff member accompanied them. That staff member’s cell phone will also be available. Mrs. Reichert and Mrs. Brieske (or their designee) will have that information. We will make every effort to call parents with this information as soon as possible so you can go directly to the hospital.

Emergency at School, in Area, City, or Larger Emergency

- The school will serve as an emergency management center should there be some untoward incident or event that results in the facility being used for safe haven until it is safe to dismiss students.
- The Main Office will serve as incident command, with the library and principal’s office as secondary (access to the school PA system).
- The roles will essentially be the same as for an evacuation, including the ambulance teams if needed.
- Students will remain in their homerooms with their homeroom teachers and SECAs.
- The lunchroom (cafeteria) will serve as parent staging area. Parents will wait for staff to run and retrieve children to sign them out.
- GO TO Emergency Kits, First Aid Kits, and water are stored if there is a need for students and staff to remain in school longer.

Crisis Management

As a CPS school, we are required to follow district policy regarding crisis management. The Crisis Management manual suggests effective tiered SEL supports as the strongest crisis preventative measure. We have identified and been recognized for improving our tiered supports to students who need them. We have systems in place to provide SEL and behavioral interventions, and to log and monitor responses to them. We pay attention to students who may be at risk or whose circumstances may be causing stress.

We have a knowledgeable team in place who has thought through several crisis management protocols. Our team includes

- Krystine Kelley, School Counselor
- Catherine Mizicko, School Social Worker
- Steve Schlichting, Dean of Students/Operations
- Mary Beth Cunat, Principal
- Laura Reichert, School Security
- Several lead teachers

Crisis Management Scenario Discussion and Outlining Various Responses

- Describe a crisis scenario: emergency, crime, death, disaster, accident, abuse, neglect
- Describe who it is impacting: individuals, groups, whole school, whole community
- Describe procedures: who is called in what order, what interventions and resources are called into play, what follow up needs to occur
- Describe who needs to know: communications strategies and lists for various scenarios, emergency management procedures to institute,

The CPS Crisis Intervention Manual provides detailed guidance on assessing risk factors, determining actions, interventions, and follow up, and providing resources and guidance for managing trauma. It spells out in detail how to manage specific types of crisis that occur in the district and interrupt the regular flow of school. It provides communication templates, strategies for interfacing with the police, and managing grief. It is a document that the team must know but we hope we never have to use.
Early Pick-Up and Dismissal Exceptions
In the event your child needs to be picked up early from school, parents must enter required information in the log book in the office. Remember that when a child misses more than one hour of school, it is considered a half-day absence. A child may only be released to those adults indicated on the emergency form for pick up, so please be sure to complete that form, or provide it to the office in writing or email. We just need direct communication from the parent or guardian about other adults picking up children. Adults come to the main office, not your child’s classroom, to pick your child up early.

If you know you are picking your child up early, it is helpful to give the teacher and office advance warning. Call the office a few minutes before your arrival. Allow time for flexibility as it may take a few minutes to get your child ready for dismissal and to the office. We don’t want your child missing instructional time waiting up in the office for pick.

Children must have written permission by a parent or guardian to be picked up by someone other than persons listed on the emergency form kept on file in the office. A note must be sent with the student in the morning and given to the teacher indicating who will pick up the student. The office will not accept phone calls for pick-up arrangements. If your child will not be attending his/her normal after school program, please inform the school in writing.

In Case of a Family Emergency
Please contact the school directly at 773-534-1188 if you have an emergency that impacts who will be picking up your child from school. Please ensure that the school has reliable emergency contact information and reliable back-up contact information. Please be sure all correct information is included on the district form. Let the school know of any emergency and do not call your child’s cell directly. We would like to support your child in processing a difficult situation.