



# Family Handbook

2023-2024







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*The policies contained within this Handbook are in summary form and are intended as guidelines for families.  
These policies are subject to change without prior notice to reflect the needs of the School.*



## MISSION AND PHILOSOPHY

### EDUCATIONAL MISSION

The mission of Emerson School is to provide a dynamic and nurturing learning environment that fosters empathy, communication, creativity, leadership, and above all, a lifelong love of learning.

We fulfill our mission with small class sizes, by providing individualized attention across a broad and rich, student-centered curriculum and through a committed, talented team of educators who help children achieve sustained academic success.

At Emerson, students develop the confidence and skills to become their best selves.

### PHILOSOPHY

Children learn best in a caring environment in which each child's unique gifts and talents are celebrated. People learn with different styles and at different rates. Teachers accommodate individual needs and foster positive, realistic self-concepts. They promote self-reliance and self-discipline in students. In our school, cognitive and creative risk-taking become safe and valued. Our atmosphere encourages mutual respect. Children learn by doing, by participating, and by working together.

Emerson seeks to teach basic skills, encourage higher-level thinking, and to nurture creativity. We address the needs of the whole child and recognize the need for children to develop intellectually, artistically, physically, socially, and emotionally. The school endeavors to instill important values including respect, responsibility, compassion, and honesty. In doing so, we promote the importance of contributing to the Emerson School community and the larger communities in which we live.

### WHO DO WE SERVE: THE PROFILE OF AN EMERSON STUDENT

Many Emerson students possess one or more unusually heightened innate or demonstrated abilities: excellent academic aptitude and/or achievement; sophisticated abstract, creative, or divergent thinking; advanced use of language; an acute sense of perception, strong powers of observation, and/or a keen sense of humor; distinct emotional sensitivity and/or intensity; extraordinary memory; persistence and resilience; motivation and intellectual curiosity; and outstanding talent in the performing and visual arts. The distinctive qualities which these students exhibit in some areas may exist in combination with average aptitude or relative weakness in others. Perhaps not surprisingly, since these students' gifts place them so far ahead of the "norm" in significant ways, uneven (asynchronous) patterns of development tend to characterize this population, and gifted and/or academically talented children tend not to conform to any one stereotype or checklist of traits.

Emerson provides intellectually rich and appropriately challenging curricula, enlightened guidance, and an atmosphere of ongoing support and encouragement. By offering educational programs that emphasize breadth and depth of learning, we build a foundation that can lead gifted and/or academically talented children into balanced development. We recognize that gifted students, like all children, may be affected by learning differences, attention issues, or emotional difficulties which can interfere with self-expression and performance. These children can be susceptible to heightened levels of anxiety because they are often highly aware both of their gifts and of discrepancies between their strengths and weaknesses. They may expect themselves or may be expected by others to achieve perfection. Emerson's role is to guide all of our students to make maximum use of their potential, to lead happy, engaged, meaningful lives, and to make significant contributions to society.

### **OUR EQUITY & SOCIAL JUSTICE COMMITMENT**

As we become effective advocates for positive change, we foster growing minds with compassion and encourage resilience. We cherish individual identities. We actively challenge stereotypes and bias. We encourage discussion and inquiry about our world while we teach to dismantle the systems that perpetuate injustice.

Emerson School honors the dignity of all people through our commitment to diversity, inclusivity, equity, and social justice.

### **EQUAL OPPORTUNITY SCHOOL**

Emerson School does not discriminate on the basis of race, color, national or ethnic origin (including English Language Learners), religion, gender, gender identity, age, body shape, disability, sexual orientation, or any other basis prohibited by federal, state, or local law in admissions and scholarship programs; the administration of its educational, athletic, artistic, or other school programs; or employment practices.

### **THE EMERSON SCHOOL PARTNERSHIP**

Emerson School is accredited by ISACS (Independent School Association of the Central States). Criteria for accreditation include an adherence to a model of decision making that is outlined in Attachment A. This model outlines how the Board of Trustees, the faculty, parents, and the Head of School work together to assure that an efficient and responsive educational environment is maintained.

The best education occurs in a community in which the student, the teacher, and the parent/guardian work in partnership. Such partnerships involve trust, mutual respect, and common understanding. Positive connections between home and school have a direct benefit on every student's learning. Even though different perspectives are understandable when educating a student, and while conflicts are sometimes inevitable, communication and cooperation are essential in helping each student succeed.

As a school responsive to the needs of each child, Emerson School is a community that requires the resources and commitment of everyone involved. The school offers a challenging and creative curriculum and strives to understand each student and his/her educational needs. Ongoing communication about how to provide quality education is essential.



### **Students as Partners**

The students who attend Emerson School possess a range of gifts and talents. The Admissions Committee seeks students who would benefit from the kind of education the school offers. The child who gains the most from Emerson has many of the following attributes:

- Respectful of self and others
- Responsible
- Academically capable
- Possesses strong character and integrity
- Actively engaged in learning
- Self-reliant
- Self-confident but not arrogant
- Eager to learn
- Able to make good judgments
- Positive contributor to the life of the school
- Independent, analytical, and reflective thinker
- Self-motivated
- Curious
- Creative
- Able to manage his/her own time
- Hard-working
- Able to make decisions and solve problems
- Interested in a variety of activities and issues
- Effective communicator
- Organized
- Well-rounded

### **The School as a Partner**

Professional educators are attracted to Emerson primarily because of their desire to make a positive difference in the lives of children. The faculty, staff, and administration strive to remain current with educational practices. The school seeks talented and student-centered individuals who hold themselves to the highest standards.

It is Emerson's responsibility to determine curriculum, discipline, and general standards and procedures concerning the functioning and direction of the school. The character of the institution is expressed through many forms, including academic and co-curricular programs, service learning, health and wellness education, and a broad offering of extracurricular activities.

The faculty evaluates student progress frequently and communicates that progress to parents regularly. Teachers strive to understand the whole child and offer appropriate support to students needing help or enrichment. Such support is most successful when parents and the teachers work together.



Emerson staff members, no matter what their role, strive to maintain a personable and professional relationship with all of the school's constituents. The resulting community is dynamic, complex, and meant to serve the students' education.

### **Parents as Partners**

Parents rightly hold high expectations of Emerson School, just as the school holds itself to high standards. They are also typically proud of the school and of their child's successes. A positive relationship with the school strengthens the educational partnership, which in turn strengthens students' learning.

Just as teachers, staff, and administrators strive to be professional, Emerson School parents are expected to maintain a respectful relationship with the school. Families recognize that the more positively they represent Emerson to the community at large, the stronger Emerson becomes for them and their children. They support their children and the school, knowing that the building and maintaining of a community requires resources of many types.

Our partnership is essential in ensuring your child thrives at Emerson School. Should you need support for yourself, your family and/or your child, we welcome direct communication to the school. Using our restorative approach and a mindset around problem-solving, we strive to resolve conflicts and challenges while maintaining the dignity of all involved. This includes proactive and thoughtful communication, offering opportunities to meet and work together, and an understanding of empathy and confidentiality for all involved.

There are occasions in which parents or legal guardians are in disagreement with each other about a child as it relates to access to information or granting others access (e.g. curbside pickup). Please note that the school's policy is such:

*A legal guardian or parent may have access to a child's educational records and information (such as schedule) regardless of custodial status, unless there is a legally binding document (i.e., court orders, court-filed or court-approved settlement agreements; consent orders; judgments; decrees) which specifically revokes his/her rights. Such a document must be shared with Emerson School.*

*A legal guardian or parent may not curtail the rights of the child's other legal guardian or parent, unless there is a legally binding document which specifically curtails his/her rights. As example, absent such a document, a parent may not forbid the child's other parent from picking up the child, granting permission for another to pick up the child, etc.*

Parents often serve as volunteers at the school and attend a number of their children's activities. They also attend parent-teacher conferences, meet when necessary with faculty and administrators, and participate in a variety of events. The role that parents play is valued and appreciated.



## THE BOARD OF TRUSTEES

### DUTIES OF THE BOARD

The Board of Trustees is responsible for school governance, the school administration oversees day-to-day operations of the school. By holding the school “in trust,” the Board’s focus is strategic and centered on the future needs and sustainability of the institution, ensuring that the school will be here for generations.

The Board of Trustees hires and supports the Head of School, sets general institutional policies, develops the strategic plan, ensures that the school is properly funded, and assesses the school’s effectiveness in manifesting the mission, philosophy, and core values.

Board members have a fiduciary duty to the school and work through a structure of committees in partnership with school leadership to guide the long-term needs of the institution.

In addition to committee work, Board members attend full Board meetings several times per year starting with a half-day board retreat in September. Newly-elected Board members serve for a term of three years and may be re-elected to serve a second three-year term.

## COMMUNITY GUIDELINES

### RESPONSIBILITIES OF EACH MEMBER OF THE EMERSON COMMUNITY

Emerson strives to be an environment in which students develop self-esteem, respect for others, and a cooperative attitude. We teach respect for the rights, feelings, belongings, and safety of others in all areas of school life.

Emerson’s Honor Code clarifies our community norms. When we all follow this Honor Code, Emerson is the kind of school community that we enjoy belonging to.

#### Honor Code

Emerson School’s Honor Code states that each student, staff member, parent, and guardian should be honest, respectful, and responsible for their contributions.

- Be truthful to other people and to oneself.
- Show regard for other people’s belongings and feelings, including respect for school property.
- Be dependable and contribute in ways that advance your learning and our community.



### **Student Responsibilities**

All students at Emerson School deserve an equal opportunity for quality education and social development. Students follow these basic guidelines in their daily participation and when representing Emerson during off-campus activities. Behavioral expectations are the same regardless of the activity or location (e.g., After School Program, field trips, etc.). Students are expected to:

- Come to school prepared to engage in one's personal, academic, and social development.
- Show respect for all students, faculty, staff, visitors, and guests.
- Respect personal property of the school and others.
- Help maintain clean and safe hallways, restrooms, and classrooms.
- Stay on campus unless given permission to leave.
- Be honest.
- Arrive on time with the necessary assignments and materials.

We also ask our families to support our students by helping them to achieve these responsibilities as well as modeling them for their children.

### **Staff, Parent, and Guardian Responsibilities**

Adults in our community support students, not only by helping them to internalize these responsibilities, but by modeling them in daily interactions. In classrooms, hallways, meetings, and communications, our expectation is that all community members maintain thoughtful and respectful conversations. As models for our students, we encourage safe and open discussions, and welcome honest feedback.

We believe that our fundamental obligation—and yours—is to make sure that every member of our community is safe and is able to learn. These expectations, to which everyone at this school holds everyone else accountable, can be expressed in relatively few guidelines, some of which are quite straightforward and concrete, and others of which will generate the kinds of discussion and debate that is at the foundation of learning.

The community must be physically and emotionally safe.

- No weapon, look alike weapon, or item that could cause physical harm of any kind will be brought on campus or to any community event.
- No drugs or alcohol will be brought on campus or to any community event.
- No one will come to the campus or to any community event under the influence of illegal drugs or alcohol.
- No one will deliberately cause physical harm (directly, as by hitting someone, or indirectly, as by blocking exits) to anyone in this community.

Bullying and harassment is hurtful and will not be tolerated. We define “bullying” and “harassment” as repeated unwanted aggressive behavior that makes someone feel dehumanized, intimidated, hostile, humiliated, threatened, or in fear of physical harm or emotional distress; the behavior negatively affects the ability of a community member to participate in the school's educational programs or activities and places the person in reasonable fear of physical harm, or causes emotional distress.



Examples of “bullying” or “harassment” can include:

- teasing or making fun of someone
- talking about hurting someone
- spreading rumors or telling lies
- leaving someone out on purpose
- attacking someone by hitting, pushing or fighting them
- taking or destroying someone’s things
- using technology such as text messages, the internet, email, social media, or pictures to be mean, spread rumors or threaten someone

Bullying and harassment can also include forms of retaliation against individuals who report or cooperate in the investigation of negative behavior. **Telling someone about being bullied or harassed is not tattling or snitching.** If you are being bullied, tell a trusted adult. If the first person you talk to isn’t able to help, tell someone else whom you trust.

The defined behaviors are considered bullying or harassment whether they take place on or off school property, and/or any time or place where a community member’s imminent safety or overall wellbeing is at risk.

Sexual harassment, abuse, and assault have no place in our school community. “Sexual harassment” is unwanted sexual attention, sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature that makes a person uncomfortable or causes problems in school, work, or in social settings.

Some examples of “sexual harassment” are:

- verbal slurs or abuse
- suggestive, offensive, or derogatory comments
- sexist remarks about someone’s body, clothing, or sexual activity
- insults of a sexual nature;
- requests or demands for sexual favors
- catcalls or other suggestive or insulting sounds or gestures
- unnecessary and unwanted physical contact; and physical assault

Community members who have complaints of sexual harassment should report them immediately to a school administrator, counselor, or another trusted adult. Complaints will be thoroughly investigated. Retaliation against a community member who in good faith has registered a complaint is prohibited. Any staff member or student who is found to have committed an act of sexual harassment as defined by this policy, sexual abuse and/or sexual assault will be subject to remedial action including warning, counseling, suspension, expulsion, or discharge. In addition, some forms of sexual harassment may also violate criminal sexual abuse laws. The school is mandated by law to report suspected sexual abuse to the proper authorities. This policy applies to sexual harassment by all community members.

Should one of these threats to safety occur, anyone associated with the threat, whether they appear to have been an actor, a victim, or a witness, may be asked to leave the campus or the event until such time as the administration has had an opportunity to gather information about the incident. This does not constitute a

consequence based upon any presumption of guilt, but a reassurance to the community that until events and their circumstances are understood, the school will attempt to ensure everyone's safety.

Everyone's personal property, including that of the school, must be safe from theft or harm.

All members of our school community can expect respect and consideration in the form of:

- Honesty—it is important to note that, given the nature of the Emerson community, dishonesty in academic work is also considered dishonesty in one's relationships with the community. Academic dishonesty always leads to a discussion (which includes parents) about continued enrollment in the school.
- Freedom to express one's ideas in a responsible manner.
- Speech and other communications or acts of self-expression that are neither abusive or offensive, including internet communications.
  - On-Campus Internet Speech: When using a school computer or network, community members will follow the school rules found in the Acceptable Use Policy. Internet communication on private devices that occurs on campus during school hours may be subject to discipline if the on-campus internet communication has disruptive effects at school.
  - Off-Campus Internet Speech: Community member's off-campus internet communication is not of concern to the school unless the off-campus Internet communication has disruptive or harmful effects at school.
  - We ask community members to exercise good judgment knowing that emails, texts, and posts are somewhat timeless and often read by more viewers than the intended audience.

In summary, we want everyone at Emerson to feel safe and free to learn. Any behavior that unnecessarily limits safety or opportunities for learning will prompt a response from the faculty and/or administration which will attempt to recognize and balance the short- and long-term implications of the behavior in question. It will also seek to take advantage of the opportunities for growth that it presents, both for the individual and for the community.

## PROMOTING COMPASSION AND RESILIENCE

Emerson School has a strong commitment to teaching students about healthy social interactions. In keeping with the school's mission, students are taught responsibility to self and others from young fives through 8th grade.

Daily morning meetings provide an ideal setting for these important conversations and for the work to promote empathy, integrity, kindness and community. In the younger grade levels, the Responsive Classroom model promotes these characteristics and encourages active listening, belonging, significance, and fun. Students greet each other each morning, share personal stories and meaningful moments, participate in group activities, and connect around a morning message each day.

All 2nd and 3rd graders participate in friendship lunch groups. These lunches consist of four or five children who join the school counselor during lunch once a week to play games and engage in activities with a social/friendship theme. The 2nd grade lunch program focuses on what it means to be a good friend, strategies for positive social relationships, and the development of positive communication skills. The 3rd grade program expands on concepts from the previous year and addresses conflict resolution and working together for a common goal. We believe that the best way to encourage positive social interactions among peers is to help children understand the perspective of others.



With that goal in mind, 4th and 5th grade students attend overnight and day camps and take part in challenge courses or other team-building activities. This emphasis of challenging oneself with the support of friends, classmates and trusted adults continues with the end-of-year grade level trips in the Middle School.

Building on these experiences, students continue to discuss the role of positive social relationships and empathy and offer opportunities to practice both as they move through the school. Prior to the first day of school, new students are invited to join us for a New Student Orientation. Part of this orientation is devoted to participating in activities designed to promote social responsibility and encourage community, the emphasis on belonging, and have fun together. We feel that this foundation is key to the climate and culture of the school.

The Middle School advisory program encourages students to explore their personal talents and interests while learning to appreciate and value the diversity of Emerson's student body, school community, and academic program. Students are assigned to an advisor who serves as their advocate. For a more detailed description of the Advisory programs in the Middle School, please refer to that section of this handbook. Middle School students and faculty work together to promote the core values of the school. Our school values of creativity, curiosity, resiliency, integrity and empathy are at the center of these programs, and of the expectations community members have for one another.

The school-wide Buddy Program capitalizes on the Young 5s through 8th grade learning community and provides community members the opportunity to learn from and with one another. Grade levels are grouped together, creating "big buddies" and "little buddies" who form a smaller community group throughout the year. Activities include service and community projects, team-building, and other collaborative experiences. This program encourages our older students to practice leadership, empathy, and role modeling; while our younger students enjoy the camaraderie, inspiration, and fun with their buddies. Faculty work closely together to thoughtfully "buddy" students up, as well as plan for their time gatherings and activities. This collaboration fosters a stronger sense of belonging throughout the entire school community.

Emerson guides students in social interactions throughout their time at the school, heavily emphasizing respect and belonging. We avoid labeling students and their behavior, as we believe strongly in the power of children learning from their social encounters and growing from their mistakes. We place a high value on helping students build resilience.

## OUR RESTORATIVE MODEL

Emerson is a place of learning and our restorative practices model allows community members to grow through their mistakes. We seek a unified path forward with all people involved in a behavior infraction; through discussion, we gain better understanding of what transpired and the reason behind it, support is provided to everyone involved, and together we strive to repair damage done to property or relationships.

### A Restorative Approach

The principles and ethics of our approach are designed to develop a safe and caring school culture, with an emphasis on restoring relationships and repairing harm when conflict occurs. Proactive learning establishes norms, builds community, clarifies and models expectations, and holds one another accountable. Responsive Classroom and Restorative Practices are the models used in the Lower School and Middle School, respectively. When conflict occurs, the desire to address the impact on the community is far greater than the desire to punish



and shame specific community members. This practice aligns with our whole-child approach and emphasizes the relational aspects between those experiencing conflict and their community. It promotes active listening, an understanding of multiple perspectives, and acknowledgment of how the actions of one may impact others. A response to the behavior is implemented after a clear understanding of harm caused and of the violation to our community norms have been clarified.

Our restorative approach includes:

- An indication that harm has occurred (observed behavior, communication from students/families, etc.)
- An initial one-on-one conversation between individuals in conflict and a teacher, counselor or administrator, the goal of which is to better understand the conflict
- An invitation to bring all individuals together (those harmed and those who caused harm), to begin to restore relationships and repair harm, which is initiated if and when all individuals are open to this conversation.

During this restorative process, the facilitator ensures:

- Engagement - Individuals are asked for input and are allowed to discuss the merits of one another's ideas and assumptions. Engagement communicates respect for individuals and their ideas while discussion builds collective wisdom. Engagement results in better decisions for the group and greater commitment from all involved in executing those decisions.
- Explanation - The aim is that everyone involved and affected understands why final decisions are made as they are. An explanation of the thinking that underlies decisions builds confidence in the process; those involved know that their opinions were considered and that decisions were made impartially in the overall interests of the group or community. It also serves as a powerful feedback loop that enhances learning.
- Expectation Clarity - Once a decision is made, consequences and expectations for moving forward are clearly stated.

If agreed upon by all parties involved, the facilitated mediation process includes the following protocols and Community Agreements.

- Active listening and respect
- One person speaks at a time (no interrupting)
- Everyone has the opportunity to speak
- Speak from the "I" perspective
- What is discussed in the conversation may not be shared with others

The specific questions are separated into two groups. The first group of questions is for the person or people who caused the harm.

- What happened?
- What were you thinking at the time?
- What were you feeling that led you to do that?
- What have you thought about since then?
- How do you feel about it now?
- Whom do you think has been affected by your actions? In what way?
- What do you think you need to do to make things right?



The other group of questions is for the person affected or harmed.

- What did you think where you realized what happened?
- How did it make you feel?
- What effect has this incident had on you and others?
- How do you feel about it now?
- What do you think needs to happen to make things right?

This discussion often leads to an understanding of what steps are necessary for community members to restore relationships, or to an understanding that perhaps more time is needed before individuals can begin to restore relationships. This protocol allows each individual an opportunity to be heard and to have their story or opinion acknowledged. It also acknowledges harm caused and the steps that may be taken to repair the relationships and restore our community.

Following this process, the facilitator ensures:

- The individual(s) who caused harm accepts responsibility for the harm.
- A restoration plan is developed with that individual, which includes any steps requested from the individual who was harmed, based on the question, “What do you need for this to feel right?”
- Specific consequences are clearly shared with impacted individuals and families as necessary. Consequences are aligned with our values and appropriately documented in the school database.

Emerson’s response to minor infractions will be to discuss the incident and seek to repair damage. If the behavior continues or if the incident is of a severe nature, consequences will be applied that may include suspension, behavior probation, conditional renewal of enrollment contract, non-renewal of enrollment contract, and/or expulsion.

### **Communication Practices and Expectations**

When multiple individuals are involved in an infraction, the school seeks to ensure open lines of communication between the families and the school. Here are guidelines around our communication practices.

- Minor infractions which only require redirection are not typically communicated home; however, should these actions indicate a pattern of behavior, faculty will share their concerns with families at an appropriate time.
- Major infractions that involve significant physical or emotional harm are addressed by administrators who will ensure that the families of all those involved are contacted. Should conversations be necessary, an administrator will facilitate that meeting.
- If and when behavioral consequences and/or action plans are utilized, an administrator will communicate those consequences and plans directly to the family (or families). It is our practice to not share specific behavioral consequences with families beyond those for whom the consequences are designed.

### **Violations of Acceptable Use Policy for Technology**

The following are examples of possible responses to users who violate the Acceptable Use Policy. The response will be based on the severity and frequency of the offense. Users may be restricted from using school equipment and/or software for a length of time ranging from one day to one year.

- Users may lose the right to log on to the network and/or lose access to their Google Apps account.

- Users may be required to pay for any unauthorized expenses incurred or any damages caused.
- Users may be required to attend training sessions or perform research related to their inappropriate use of these technologies before being allowed to resume using computer equipment at Emerson School.
- Users may face additional consequences in keeping with the behavior policies and guidelines of Emerson School, including suspension or expulsion from Emerson School.

### **Behavior Response and Potential Consequences**

When a community member makes a poor choice that negatively impacts others, we address it in a way that provides opportunities for personal growth while ensuring the safety of others. Concerns are handled on an individual basis by the appropriate staff members who may include teachers, advisors, coordinators, and administrators.

The seriousness of the behavior, the circumstances surrounding it, and whether or not it is a first or repeated offense will all be taken into consideration. The Head of School and Assistant Head of School will make a final decision about the consequences.

When a serious infraction occurs, the following steps will be taken:

1. The student will talk to a staff member about what happened.
2. The staff member will notify the student's teacher or advisor, and the appropriate administrator. Parents will be informed of the incident as soon as possible.
3. Depending on the seriousness of the infraction, the advisor, teacher, Coordinator of Student Life, Assistant Head of School, and/or Head of School (and other appropriate staff members) will meet to determine a course of action.
4. The course of action will be communicated to the student, parents, and appropriate staff. Possible consequences include, but are not limited to:
  - writing a letter of apology
  - engaging in a restorative conversation
  - natural or appropriate consequences including restitution
  - in-school reflection time
  - suspension from after school activities/child-care (on days when student is in attendance at school)
  - suspension from school (suspended students may not attend after-school activities on the day of the suspension such as child care, practices, games, or performances)
  - behavioral action plan and/or probation
  - conditional renewal of contract
  - non-renewal of contract
  - expulsion from school
5. Expulsion from school: This serious consequence is given for a severe offense, an accumulation of offenses, or if it is in the school's or the student's best interest. A student may be expelled on his/her first offense if it is deemed serious enough. Students whose behavior, either on or off campus, is deemed contrary to the mission, philosophy and values of Emerson School may be asked to withdraw from the school or may not be permitted to register for the following year. Emerson School does not refund tuition or fees for students who are suspended or expelled during the school year for disciplinary reasons.



## DRESS CODE

We are committed to empowering students to grow as responsible decision-makers. Therefore, we have three basic standards to help guide students and families in making appropriate clothing decisions for school. All clothing worn to school:

- must reflect the values of the school
- contribute towards, and must not deter an active learning environment
- must help to assure safety in the classroom and on the playground

If, in the judgment of a teacher or administrator, these standards are not being followed, this will be communicated to the student and/or their parent(s)/legal guardians(s). The student may be asked to change clothes or be sent home. Should a student continually break these standards, disciplinary or remedial action will be taken.

## GENDER IDENTITY POLICY

Emerson School fosters an educational environment that is welcoming, safe, and free from discrimination for all members of the community as they express their gender identity. This includes transgender and gender-nonconforming individuals. Discrimination, bullying, and harassment are prohibited.

### Gender Identity

The school respects students' rights to discuss and express their gender identity openly and to decide when, with whom, and how much to share their personal information. The person best to determine a student's gender identity is the individual student. In the case where a student is not able to self-advocate, the request to treat the student in accordance with their gender identity will likely come from the student's parents or guardians. Should the child's self-advocacy be in opposition to the parents' or guardians' wishes, we will seek to facilitate a discussion with the family, while taking into account the child's wishes.

### Names and Pronouns

When requested by the parent/guardian and/or student, school staff should engage in reasonable and good faith efforts to address students by their chosen name and pronouns that correspond to their gender identity, regardless of whether there has been a legal name change. The chosen name, pronoun, and gender markers will be used in unofficial student records (e.g., yearbooks, newsletters, team rosters, etc.). Regarding official student records (e.g., report cards, transcripts), the school will seek to use the name, pronoun, and gender markers requested by the parent/guardian and/or student as well. It should be noted, though, that there may be circumstances in which differences on school records between a student's legal name/gender and requested name/gender may result in complication for the student outside of the school environment.

### Activities and Facilities

With regard to gender-based and gender-segregated activities and areas on school grounds, students shall have access to that which corresponds to their gender identity. All students have access to the use of unisex, single-occupant bathrooms. This policy shall be considered when new construction or renovations are planned for the school. Matters of personal privacy, including bathroom and sleeping arrangements for overnight field trips, will be addressed on a case-by-case basis, keeping in mind the well-being of the students. The school will seek solutions that are inclusive, respectful, and safe for all students.



### **Athletic Teams**

Middle school athletic teams follow Michigan High School Athletic Association (MHSAA) guidelines which are presently unclear regarding gender identity in sports participation. We will continue to monitor guidelines and best practices.

### **Faculty Education**

The school shall provide regular training for faculty, administration, and staff members regarding topics of gender identity.

## **IMPORTANT DETAILS AND PROCEDURES**

### **SCHOOL HOURS**

Young Fives & Kindergarten	8:30am—2:45pm
1st Grade through 4th Grade	8:30am—3:00pm
5th Grade through 8th Grade	8:15am—3:15pm
Morning Child Care	7:30am—8:30am
After School Program	2:45pm—6:00pm

### **ATTENDANCE**

The policy of Emerson School is that academic work comes first. We expect students to be in the classroom on time. We understand that there may be occasions where students may miss class, such as a pre-arranged appointment or obligation, funeral, or other family emergency.

#### **Late Arrival**

All students are expected to be in the classroom, ready to begin the day's lessons at the appropriate starting time. Excessive tardiness will result in review of the student's performance, discussion with the student's family, and consideration about whether advancement to the next grade is possible.

- Late students need to sign in with the receptionist BEFORE going to their classroom.
- Tardies will be "excused" for medical or dental appointments, family emergencies, weather or excessive traffic related problems ONLY.
- Unexcused tardies appear on the student's transcript.
- Missed work may or may not be made up at the discretion of the teacher.
- A meeting will take place if missed classes or late arrival continues to be a problem. Goals and potential consequences will be outlined and kept in the student's file.



## Unexpected Absences

If a student is absent due to illness or other emergency:

- Notify the school by 8:45 a.m. each day your child will be absent. Utilize the absence form or leave a voicemail for the receptionist.
- If notification is not received, the absence will be marked “unexcused.” After 24 hours, the absence and/or tardy will not be changed in the recording system. The attendance record can be accessed on RenWeb.
- All absences and tardies will appear on the student’s transcript.
- In grades 6th-8th, it is the student’s responsibility to find out what work has been missed and to make arrangements to complete the work in a timely manner. Homework assignments are posted on Google Classroom after 4:00 pm daily.
- If chronic absenteeism is determined to be a problem, a meeting will be scheduled to discuss goals and potential consequences. Notes from the meeting will be kept in the student’s file.
- If a student needs to leave the school for a portion of the school day, parents and/or guardians must notify the school at least three hours in advance in order to make arrangements to have the student at the reception area for pickup. If notice is given less than three hours, a minor wait may occur to locate the student.
- Students must wait inside the building at the reception area until a parent/guardian arrives at curbside for pick up.
- Students are expected to attend school on all scheduled days. If a student is planning to be away for more than a portion of a school day, please refer to the section on pre-arranged absences.
- Students must attend a minimum of a half day of school (arrival no later than 12 noon) to be eligible to participate in after-school activities including athletics, drama, band and orchestra assemblies and concerts, and social events.

## Pre-Arranged Absences

If a student must miss multiple school days and this absence is known well in advance of the date:

- A family member will fill out the Absence Reporting Form to alert the school that a student(s) will be absent for multiple days. This must be filled out at least two days prior to the known absence.
- Student(s) would share this upcoming absence with their advisor/homeroom teacher, at least two days prior to known absence. Teachers/advisors can remind student that their family should complete the Absence Reporting Form.
- Teachers/advisors will inform student(s) that they will need to check in with each of their teachers and have them (the teacher and student) fill out/sign their planner indicating that they are aware of the expectations and/or missed work while away.
- Student and teacher/advisor should check in on the day before the absence and confirm that the student(s) is prepared to be absent for that period of time.

## STUDENT HEALTH

### Sickness Policy

#### *When to Keep a Child Home from School*

We kindly ask that you do not send a sick child to school as it is difficult for them to learn and can potentially spread contagious diseases to others. Students should stay home and will be sent home if they:

- Look unwell, are not themselves, or are physically injured to the point that they will not be able to participate in class. This could include extreme fatigue, headache, body aches, upset stomach, persistent crying, or difficulty breathing.
- Have a fever (ear/temporal temperature above 100.4 degrees F, armpit 99 degrees F or higher) is present within the past 24 hours or if a fever/fever symptoms (chills/sweating/body aches) were treated with medications in the past 24 hours.
- Have diarrhea. The child should have no loose stools for 24 hours prior to returning to school. Exception: A healthcare provider has determined it is not infectious. Diarrhea may occasionally be caused by antibiotics, new foods a child has eaten, or teething.
- Have vomited in the past 24 hours. Exception: A healthcare provider has determined it is not infectious.
- Have a rash AND a fever or a change in behavior. Any rash illness and fever should be checked by a healthcare provider to ensure they are not infectious.
- Have weeping sores on an exposed area that cannot be covered with waterproof dressing
- Have certain communicable diseases. Children diagnosed with certain communicable diseases may have to be excluded for a period of time. Children being treated with antibiotics can return 24 hours after starting the first dose. Please also see our COVID policy for up-to-date guidelines.

Following the Washtenaw County Health Departments guidelines, the school will send out a notification to impacted groups providing them with a timeline of potential exposure, classrooms impacted and reminders regarding best practices around protection from the infection and spread of infection.

The school will follow all isolation guidelines pertaining to COVID in our community. These practices are intended to keep our community healthy and safe throughout the school year. We ask families to adhere to these guidelines, in an effort to support our community.

The need to isolate as the result of a positive COVID-19 diagnosis still exists as a recommended practice by the CDC and Washtenaw County Health Department. Based on this, we will follow the guidelines and protocols below for those scenarios:

#### **A positive diagnosis of COVID-19:**

- Any individual who tests positive for COVID-19 must isolate for 5 days before returning to school. In these cases, Day Zero is considered the day of the first onset of symptoms.
- An individual may return to school on Day 6 under the following conditions:
  - All symptoms have resolved, including being fever-free for at least 24 hours (without the use of fever reducing medication).
  - The individual can ensure that they remain masked indoors from day 6-10, and for the duration of their time at school, except when outside, during lunch and snack times.
- If the individual tests negative on two sequential tests 48 hours apart and after the 5 day quarantine, they may return to school without a mask before day 10.

#### **A confirmed exposure to an individual with COVID-19:**

Household, classroom, social contacts: If an individual has a known exposure to an individual who has tested positive for COVID-19, the school recommends that that individual, and should symptoms emerge, they stay home and get tested for COVID-19 as soon as possible.



## Medication

The following is a guide to our policy on medication administration at school:

- Medication should be administered during school hours only when an alternative solution does not exist.
- Prescription medication forms must be completed and signed by the prescribing physician as well as the parent/guardian.
- Non-prescription medication forms for Over the Counter (OTC) medications must be completed and signed by the parent/guardian. Please see note on OTC medications at school.
- All medication must be in the original container and include the following:
  - Name of Student
  - Name of Medication
  - Prescribing physician (if applicable)
  - Dose
  - Frequency of administration
  - Route of administration
  - Date of prescription
  - Expiration date
- Medication is stored in the health office where it is not accessible to students.
- Emergency medications will be kept unlocked in the health office and other locations as necessary during the school day.
- Students may only keep medications on their person if there is a physician's order stating that a medication must remain in the child's possession at all times. This order must be provided to the school by the parent/guardian.
- Students should never take a medication that the school is not aware of.
- Refrigerated medication is stored in the health office.
- Required medications will be taken on field trips.
- The School Nurse will administer medication according to physician/parent instructions. In the event that the School Nurse cannot be present a trained staff member will administer the medication.
- Medication administration is documented.
- A parent/guardian will be notified if prn (as needed) medications are administered.
- The School Nurse or trained staff will administer auto-injectable epinephrine such as EpiPen in a life-threatening situation. 911 will be called immediately.
- Unused medication will be released to a parent/guardian only.
- Unclaimed medication will be destroyed at the end of the school year.

### Over the Counter (OTC) Medications:

We treat OTC medications in the same manner as prescribed medications with the exception that only a parent/guardian signature is required. A physician signature is not required unless the dose of the OTC medication exceeds the package recommendation or is to be used for anything other than what is indicated on the package. If your student frequently uses OTC medications at home for headaches, stomach aches, menstrual cramping, or non emergent allergy symptoms and having these medications will help prevent absences and remove barriers to learning then we encourage parents/guardians to provide these to the school for their student.



### **Head Lice**

Parents are encouraged to help prevent the spread of head lice by educating their children about its causes and spread. Unbiased information can be found at the Centers for Disease Control and Prevention website, including the following:

- Head lice is common in the US among children 3 to 12 years of age.
- Approximately 6 to 12 million children have infestations each year.
- Head lice are not a medical or public health hazard, nor are they a sign of uncleanliness.
- Head-to-head contact with an already infested person is the most common way to get head lice.
- Because a child with an active head lice infestation (a) has already had the infestation for a month or more by the time it is discovered, (b) poses little risk to others, and (c) does not have a resulting health problem, he or she should remain in class but be discouraged from close direct head contact with others.

When the school is notified by the parent or legal guardian that his/her child has a case of lice, we notify families in that grade level that a case has been identified, while keeping the name of the student confidential. If we have reason to believe that there is possible spread beyond the grade level, such as through siblings, we will notify other grade levels as well. We routinely work with our children to educate them in smart practices, such as avoiding the sharing of clothing, brushes, etc.

### **Healthcare Management**

Students with health problem(s) requiring possible care during school hours must have a medical management plan on file at the school, filled out by the student's physician, and signed by both physician and parent. A new plan shall be submitted to the school each year. The plans will explicitly state how much independence the student has in his/her care and how much self-care he/she is able to handle. Medical management plans should be turned in to the School Nurse on or before the first day of school.

### **Sports and Physical Education Participation**

Students wishing to participate in sports teams at Emerson must have a current signed physical form on file in the office. Students who are restricted from participating in PE classes or other school activities due to medical reasons require a signed release from their doctor.

### **Injuries at School**

If a child sustains an injury at school, the injured child is sent to the School Nurse. Details of the injury are gathered from the child. If the injury is determined to be severe, an Accident Report is completed, at which time parents are contacted.

Treatment is rendered based on need, and may include washing the affected area, applying a Band-Aid, and/or applying an ice pack.

In the event of a head injury (including any bump, blow or jolt to the head) the School Nurse or trained staff member will follow the concussion protocol outlined by the CDC and a parent/guardian will be notified of the injury by phone call.



## **Food Allergy Policy**

Students with potentially life-threatening food allergies are welcome members of the Emerson School community. We acknowledge our responsibility to develop a plan for these students, which both details emergency treatment and also proactively addresses conditions to prevent exposure to specific allergens. We believe that school and family should act as a team to protect these children, while also thoughtfully encouraging their independence.

We also take seriously our responsibility to educate our families, teachers, and students about life-threatening food allergies, hoping to create a community that sensitively differentiates strategies for food allergies in the same spirit as we support different learning styles and other health-related student needs.

In order to support our students and families, we put forth the following responsibilities:

### ***Student Responsibilities:***

- Be responsible, as is appropriate for one's age, as much as possible for avoiding known allergens.
- Wash hands before and after eating.
- Do not trade or share food.
- Recognize the symptoms of an allergic reaction.
- Immediately notify an adult if symptoms or exposure to an allergen occur.

### ***Family Responsibilities:***

- Notify the school of the child's allergies prior to the start of the school year, or as soon as such allergies are diagnosed, whichever comes first.
- Provide the school with all necessary medical paperwork, including an Allergy Action Plan, prior to the start of the school year.
- Provide the school with at least (2) up-to-date epinephrine auto injectors.
- Work collaboratively with school personnel to educate the school community with respect to food allergies and the potentially life-threatening nature of such allergies. This may include co-writing a letter with the classroom teacher to classroom families.
- Work collaboratively with the school to develop a proactive prevention plan that promotes increasing age-appropriate independence as the student grows and matures.
- Be willing to provide allergen-free snacks for your student to keep in the classroom so there is always something your child can choose from during an unplanned special event.
- Be willing to go on your student's off-campus trips if possible and if requested.

### ***School Responsibilities:***

- Provide and monitor annual training and education for faculty and staff regarding allergens, emergency procedures, and administration of an epinephrine auto-injector.
- Promote an inclusive, sensitive, and responsive school climate for students with life-threatening allergies.
- Be thoughtful about the use of food as reward, and seek alternatives in order to be as inclusive as possible.
- Inform the family if the student experiences an allergic reaction at school.
- Contact parents in the event that the child forgets or loses his/her lunch.
- Provide all employees and substitutes with a list of students with life-threatening allergies.
- Include ESPO in the educational process and when planning for all-school events and fundraisers.

- Seek to have multiple food options available for students, including allergen-free foods, when food is provided.
- Provide advance notice to all families when food options will be made available, and provide advance information on food allergens.
- Provide allergen-free lunch spaces, and notify other students without allergies that they may sit there only if they are eating a lunch that is free of the given allergen.
- Encourage families to attach a list of ingredients to food they bring to school events.

Emerson School emphasizes that all children, including those with life-threatening food allergies, are welcome to participate in all school activities. Parents/guardians of children with these serious allergies should be aware that circumstances may occasionally occur during school events which present a higher than usual risk level. If possible, parents/guardians should provide supervision during these events to keep the risk level as low as possible. These include, but are not limited to: bake sales, events with international foods, potluck meals, catered meals, and all-school social events.

While Emerson School is unable to guarantee that your student with life-threatening allergies will not be exposed accidentally to his/her allergens in the school environment, we will undertake reasonable efforts to keep his/her risks as minimal as possible. Thank you for sharing information about your child to support us in our efforts. Please contact the school immediately if you have any questions or concerns about plans to accommodate your child's needs.

Should you have any questions or concerns regarding the medication or health needs of your child, please feel free to contact our School Nurse.

### **Immunization Expectations**

Our priority is to keep our community healthy and safe. In order to do so, we are asking that all community members remain up-to-date with all recommended immunizations. All students new to Emerson are required to share up-to-date immunization records with the school. We also required all 7th grade students to submit updated immunization records.

### **Potty Training**

All students enrolled in Young Fives and Kindergarten are required to be independently potty trained. Teachers are unable to assist with pull ups or wiping. While occasional accidents may happen, children who have multiple accidents at school may be required to stay at home to reinforce potty training before returning to school.

## **COMMUNICATION**

The staff, parents, and students of the Emerson community are united by the common desire to create and maintain open, direct, and efficient channels of communication between home and school. However, achieving common objectives is a complex task in a school of our size and requires both a set of formal procedures and informal protocols to work well.

During the first few weeks of the school year, parents are strongly encouraged to attend Curriculum Night to meet their child's teachers and to learn about a typical day.



### **Conferences**

Parent teacher conferences are held in the fall and the spring. Conferences give parents a chance to hear about their child's progress and raise specific questions that may have arisen. Parents should feel comfortable contacting their child's teacher or Middle School advisor any time they have a question or concern about school. Please do not enter the classrooms after the school day has begun. If you wish to see a teacher, please call or email to set up an appointment.

### **Newsletter and Website**

Most weeks during the school year, Emerson School emails an electronic newsletter the day before the last school day of the week. The newsletter contains calendar information, notice of upcoming meetings, descriptions of upcoming classes and activities, ESPO information, etc. Questions about the newsletter and website, as well as newsletter submissions, should be directed to the Director of Marketing and Communications.

### **RenWeb Parent Portal**

Emerson School uses RenWeb as its Student Information System (SIS). RenWeb is a web-based application that gives parents online access to school forms, their student and family information, notices, school calendar, and other school information. School forms and student and family information will be available via RenWeb initially.

### **School Directory**

The Emerson directory is available online through RenWeb, as well as in printed form delivered to each family. This directory is intended to be used only for school-related communication by Emerson School students, parents, faculty, and staff.

### **Visitors**

Parents are welcome at school any time. However, appointments should be made ahead of time if you desire a conference with a particular faculty member. All visitors must check in at the receptionist area utilizing our security system.

### **Phone Use**

The phones in the offices and classrooms are for school use only. Teachers and office staff will make sensible exceptions if a child is distressed or has a compelling need to communicate with home. Students should report to the office if they feel ill or are injured, and should not use their cell phones to call parents. Students who miss the bus will be sent to childcare and then assisted in calling home.

### **Messages**

When parents need to relay a message to their child, the Receptionist will electronically deliver it as promptly as possible to the homeroom teacher (for lower school), or current period teacher (for middle school). In case of serious emergencies, students can be pulled from classes via the classroom phone, to come to the receptionist. Please do not call, text, email, or message your child during school hours prior to (3:00 p.m.). Messages received after 2:00 p.m. are difficult for teachers to receive before dismissal. Please try to get messages to the receptionist as early in the day as possible.



## EMERGENCY SCHOOL CLOSINGS

### **Inclement Weather**

Emerson uses a service called Parent Alert to make automated messages (typically email and text messages) to all families in case of a school closing. Please be sure your contact phone numbers are up to date in RenWeb. In general, a decision to close school is made by 6:00am on those days when inclement weather exists.

The decision to close is made solely at the discretion of the Head of School. In most cases, if Ann Arbor Public Schools are closed, Emerson will also be closed, although the Head of School may close school for other reasons including power outages or other events that make the building uninhabitable. In the case of extremely cold temperatures, a decision to close the school may be made independently of the Ann Arbor Public Schools. Our primary concern is for the well-being and safety of our students. If local conditions are such that you feel as though it would not be safe to travel, do not do so. We would rather a child miss a day of school than risk potential harm in attempting to attend.

### **Evacuation**

In the case of certain emergencies that require evacuation, Emerson has a School Evacuation Plan, which outlines procedures to take all children off campus to a safe location near the school. These plans, along with steps to be taken in case of fire, tornado, shelter-in-place, or the presence of a violent intruder, will be practiced regularly by all members of the school community.

If it ever becomes necessary to implement any aspect of these plans, parents will be notified through Parent Alert, an automated emergency contact system. The children's safety is our most important concern at all times and there are a few ways in which you can help.

- Be sure that the school has current contact information and email addresses for your family.
- Make certain that all information in your child's emergency contact list is accurate.
- Make sure that your child always has appropriate outdoor clothing, in case it becomes necessary to leave the building.

In the event that we are required to evacuate the campus, our off-campus emergency location is Shekinah Regional Apostolic Center (4600 Scio Church Road, Ann Arbor, 734-662-6040), located approximately one mile east of the school.

### **Weapons Policy**

Fulfilling our responsibility to protect students and employees from potential acts or threats of violence, to provide a disruption-free learning environment, and to ensure the continued safety of students, no person in possession of a dangerous weapon will be allowed on school property. A "dangerous weapon" shall include, but is not limited to, any gun or pistol or starter pistol, any type of knife, brass knuckles, iron bars, or any other device that may readily do harm to students or adults. An individual who possesses a valid concealed pistol license is also prohibited from carrying a concealed pistol or openly carrying a gun on school property. The Head of School may grant exemptions to this policy with regard to an item deemed necessary for an educational purpose at school. Any such exception will be determined on a case-by-case basis, in consultation with the educational staff.



The presence on school property of any dangerous weapon will constitute an emergency. In the presence of a dangerous weapon on school property, unless otherwise warranted, the school will exercise the ALICE protocol for emergency response, and law enforcement will be called.

This prohibition of weapons on school property does not apply to officers duly sworn to and in good standing with public law enforcement agencies.

## EMERGENCY MANAGEMENT DRILLS

### Fire

The school conducts fire, tornado, Shelter-in-Place drills, and lockdown drills in accordance to State mandated guidelines. When the fire alarm sounds, teachers will escort their classes outside and away from the building using the nearest exit. Visiting parents, siblings, guests, or other non-Emerson staff or students must also immediately leave the building through the nearest exit. Office staff will verify that the building is empty. A staff member will be available to direct the fire department to the scene. Once it has been determined that the building is safe, the office staff will inform all that they may return to the building. No one should re-enter the building until the all clear has been issued.

### Tornado

When a tornado warning is issued, teachers will escort their classes to designated “safe areas” marked with Tornado Shelter signs. Visiting parents, siblings, guests, or other non-Emerson staff will also be escorted to designated areas.

### Shelter-in-Place

A Shelter-in-Place order occurs when the outside environment is not safe to enter. All students, staff, and visitors must immediately report inside and be prepared to stay inside until the area is clear. The air handlers will be turned off and buildings must be sealed if a toxic environment exists outside. When the announcement is made:

- Students are to be cleared from the halls immediately and report to assigned classrooms.
- Close all windows and doors and block any gaps between bottom of the door and floor.
- Take attendance and report according to student accounting and release procedures.
- Do not allow anyone to leave the classroom until instructed.
- No one should be admitted inside the building, once sealed.
- Wait for instructions.

**Note:** A Shelter-in-Place will likely be a newsworthy event. If the sheltered status lasts for a prolonged period of time, parents will be notified via Parent Alert. During a crisis, the classroom phone should be used for emergency use only. Do not allow students to leave the classroom until instructed by administration or emergency providers.

### ALICE Protocol

While Emerson School continues to be an extremely safe place for students to learn, incidents of school violence elsewhere remind us of the important role training and drills play in every school's safety preparations.

Based on the expert analysis of these events, public and independent schools across Washtenaw County have partnered with Washtenaw County Sheriff's Office, the Ann Arbor Police Department, and other local law enforcement agencies to develop and to train staff in new procedures intended to keep students as safe as possible during school emergencies.

Research has led the way for a new emergency response protocol called ALICE, which stands for:

- **Alert:** Get the word out. Use clear, concise language to convey the type and location of the event.
- **Lockdown:** Lock the doors. Continue to lockdown students in a secure area.
- **Inform:** Keep staff and students informed of the location of an intruder. Communication keeps the intruder off balance and allows for good decision making by staff.
- **Counter:** Apply skills learned in training to distract, confuse, and gain control of an intruder situation.
- **Evacuate:** Reduce the number of people potentially in harm's way, and get them as quickly as possible to safer locations.

Because of the proven effectiveness, every Washtenaw Intermediate School District school and many independent schools have participated in ALICE training, including Emerson School. Using the above method, Emerson faculty and staff (not students) have learned effective responses to a range of school emergencies, including the highly unlikely possibility of a school intruder.

#### ***What is Not Happening as Part of ALICE Training***

- **Staff are not being trained to make any attempt to subdue intruders outside of their secure area.** The school will provide the research-based knowledge and skills so, if faced with a life or death situation, they can use it to diminish any chance of harm to their students and themselves.
- **Students will not be trained in the ALICE response protocols.** Understanding that threats to our students and staff are very complicated subjects to discuss, the school does not want to cause undue stress or invoke fear in students. This training is intended to provide staff with additional options and the ability to consider those options now, in order to be better prepared to lead and protect their students.

## **LETTERS OF RECOMMENDATION**

Should a parent wish to have a teacher or other employee of the school complete a letter of recommendation for a student for school admission, the parent must first contact the teacher or administrator being asked to complete the recommendation. This personal contact should occur at least two weeks prior to the deadline. Recommendation letters may be reviewed by the Assistant Head of School, and/or Head of School before they are sent directly to the receiving school. They are kept confidential to the letter writer, Head of School, and Assistant Head of School.

## **PERSONAL PROPERTY/LOST AND FOUND**

The school cannot accept responsibility for missing items. All clothing and school supplies should be labeled clearly. Lost and Found bins are located near the Lower School entrance. Items not claimed will periodically be donated to a local charity.



## **PET VISITS**

To ensure the safety of all members of the school community, all animals must be leashed or contained at all times and under the direct control of an adult. Animal visits should be pre-arranged, and pets may not be brought into the building on a daily basis out of consideration for those community members with animal allergies. There may be special circumstances surrounding a pet visit, including but not limited to, therapy or service dogs, and we will make every effort to accommodate those situations.

## **BIRTHDAY CELEBRATIONS**

Birthday parties and private parties are to be guided by a spirit of inclusion and sensitivity to the feelings of everyone. A simple celebration in the classroom is fine. Check with your child's teacher about possible birthday treats and a convenient time to celebrate. Should you bring in birthday treats, please communicate with your child's teacher regarding any classmates with food allergies, and please consider bringing a treat that may be enjoyed by all members of the classroom. Please do not distribute private party invitations at school. In the case of slumber parties, please drop off gear at the home of the host; it should not accompany the child to school.

Students may wish to donate books to the Emerson library in honor of their birthdays. Books will receive a special bookplate inscribed with the student's name. For the timing and selection of books, please see the librarian.

## **CELL PHONES**

Cell phones brought to school must remain "off" and not used during school hours. Cell phones must be kept in lockers during the school day, and may only be used between 3:15pm and 3:30pm to contact parents. Cell phones used during school hours will be taken away and given to the Director of Student Life. Please do not call or text your child on his/her cell phone during school hours.

## **SMART WATCHES**

Smart watches and other devices with cellular connectivity may not be used during the day to make or receive calls and/or text messages. Smart watches used inappropriately during school hours will be taken away and given to the Director of Student Life. As with cell phones, please do not call or text your child on his/her smart watch during school hours.

## **ELECTRONIC DEVICES**

Emerson School does not allow students to use certain electronic devices during school hours. Items that students may not use include, but are not limited to, iPods, MP3 Players, and portable game devices. It is important to the learning environment of the school and the success of each child that students participate fully in school, and we feel that the use of these items is distracting. All items of this nature that are found in school will be kept with the Director of Student Life until retrieved by the student's parent or guardian.

## **TEXTBOOKS**

Directions for purchasing textbooks can be found at [www.emerson-school.org](http://www.emerson-school.org) under the Parent Resources link or you may go directly to MBS website at [www.mbsdirect.net](http://www.mbsdirect.net).

Middle School student schedules will be on students' lockers the first day of school. A list of locker assignments will be posted on the Middle School science room windows and bulletin boards located near the bathrooms. Enrollment paperwork is available online through ParentWeb. All paperwork, including the health form, must be completed and turned in to the office before Middle School students will receive their schedules.

Most books for Lower School students are provided as needed by Lower School teachers.

## MEDIA USE

Photos, videos, and audio recordings are periodically taken during the school day and may capture your child's likeness and/or work. This media is primarily used to celebrate achievements, and to share events and day-to-day activities within the Emerson community (e.g. newsletters, emails, website, social media, school publications, etc.). Parents who wish to exclude their child from any media use are given an opportunity to opt out in the online enrollment form, or they can contact the Director of Marketing and Communications in writing.

**Note:** *Due to the nature of classroom and school activities, all students may appear in group (three or more students) photos, videos, and/or audio recordings, including those who have declined media use. Additionally, Emerson cannot be responsible for the actions of any individuals and/or organizations not employed by Emerson, which may include parents, third-party vendors, destinations outside of Emerson, etc. Emerson School can not be responsible for photos, videos, and/or audio recordings taken by third parties (e.g. outside summer camp groups, field trip sites, etc.).*

## GUIDELINES FOR TECHNOLOGY USAGE AT EMERSON

### Technology Program Mission

The mission of the Emerson School Technology Program is to facilitate and enhance learning and teaching through increased access to information, communications, collaboration, and dissemination of successful educational practices, methods, and resources. Each year, Emerson students have increased access to computers on campus. This access to computers and the latest technology benefits students, faculty, and parents throughout the school. Everyone in the Emerson community will have the opportunity to add to his/her own education and share information with others around the globe.

It is important to realize that the use of computers on the Emerson campus is a privilege. Unauthorized use and/or access of the school's computer hardware and the Emerson network, or any illegal use of software will not be tolerated. While using the Internet through Emerson's connection, students do so as a representative of Emerson School.

### Middle School Bring Your Own Device to School Program (BYOD)

Emerson School expects Middle School students to bring in their own device for use in class. Technology is a powerful learning tool. Educational use is the primary reason for Emerson to implement a BYOD initiative. The guidelines below outline our expectations for the use of technology at Emerson School.

- Device usage is solely at the discretion of teachers and staff. Students should not access devices until asked to do so by their teacher. Students should expect that devices will not be needed in every class period, but will be utilized as directed by teachers.



- Internet access provided by Emerson School is filtered. Device and Internet usage are subject to Emerson's Acceptable Use Policy.
- Device use during lunch, recess, and any free period is not allowed, except with permission from and supervision by a teacher.
- Devices should be brought to school each day fully charged. Classrooms will have only a limited number of seats available for students to charge their computers while working on class assignments. Students should bring their charging cord and/or a fully charged spare battery.
- Student devices will have access to the internet and school printers while connected to Emerson's WiFi network.
- Emerson's teachers and Technology Staff are not responsible for the maintenance or repair of any student's device.
- Students should never leave their device unattended. In order to protect devices, they should be placed in a case or backpack while not in use. Devices should be stored in the student's locker. Students are encouraged to take their device home with them every day.
- Respect of personal property is vital in this initiative. Students should only handle their own device.
- Any violation of these guidelines may result in the loss of technology privileges and/or further disciplinary actions as outlined in the Family Handbook.
- Emerson School is not responsible for lost or stolen equipment.

#### **Middle School Bring Your Own Device Rental Program**

A limited number of rental devices are available. Rental devices are not for every-day use, but for situations where a student's device is out-of-service for repairs or other longer-term events.

- All aspects of the Acceptable Use Policy apply when using a rental device.
- The student will be able to use the rented device at school and at home. A charger will also be provided. Device and charger are to be returned in the same condition as received. If the device is damaged or lost, the family will be responsible for the replacement cost of the devices.

#### **PHOTOCOPYING**

It is expected that all students will come to class prepared for the day's work. If that work involves photocopies, the student should have all required copies made at a convenient copy center prior to coming to school. The photocopiers at school are not intended for student use. All students who are using computers at home for their assignments should print that work at home. If a school computer is used, the printer at that location should be used. No printing is available for students at any other location. We ask that parents and students not use the school photocopiers.

#### **USE OF THE BUILDING AND GROUNDS BY EMERSON AND NON-EMERSON GROUPS**

Emerson-sponsored events, and those outside events that have received permission from the administration, may be held in the building or on the grounds. This policy is necessary to ensure the security of our building and grounds.



Those who wish to use Emerson facilities for school-related activities must complete a “Room, Equipment and Event Reservations” form and submit it at least two weeks prior to the planned event. Any scheduling requests for the Arts and Innovation Center should be directed to the AIC Systems Manager, David Moon, who can be reached at [dmoon@emerson-school.org](mailto:dmoon@emerson-school.org).

## FACULTY GIFTS

Emerson teachers appreciate the support extended to them by ESPO, classroom representatives, and individual parents. Buying modest gifts for teachers is allowed but not expected. Some classes choose to purchase a group gift for a teacher, at the option of the students and parents.

## PEOPLE AND PROCEDURES

Please refer to the directory at the back of this publication for a list of all faculty and staff with their contact information. Contact information and bios are also available online at [www.emerson-school.org/faculty](http://www.emerson-school.org/faculty).

### BOARD OF TRUSTEES

Kemba Braynon, <i>Secretary</i>	Sarah Okin
Andi Buchi	Matt Papadopoulos
François Gagnon	Patty Petrowski, <i>Vice Chair</i>
Muna Hamza	Diana Rooks
MeiLan Han	Charles Scrase, <i>Chair</i>
Vic Khanna	Cindy Woo, <i>Treasurer</i>
Smiriti Mohan	

### EMERSON SCHOOL PARENT ORGANIZATION (ESPO)

#### Coordinating Committee

Chair: Carolyn Vaidya  
Secretary: Diane Cooper  
Treasurer: Ilma Gagnon

#### Grade Level Representatives

Young Fives: Sheetal Amin	4th Grade: Cori Peng
Kindergarten: Brittney Papadopoulos	5th Grade: Smriti Mohan & Jessi Arkwright
1st Grade: CC Pryor	6th Grade: Holly Ross & Chris Weiland
2nd Grade: Heather Asteriou	7th Grade: Lindsey Stetson
3rd Grade: Kelli Katch & Lisa Ranzini	8th Grade: Smriti Mohan



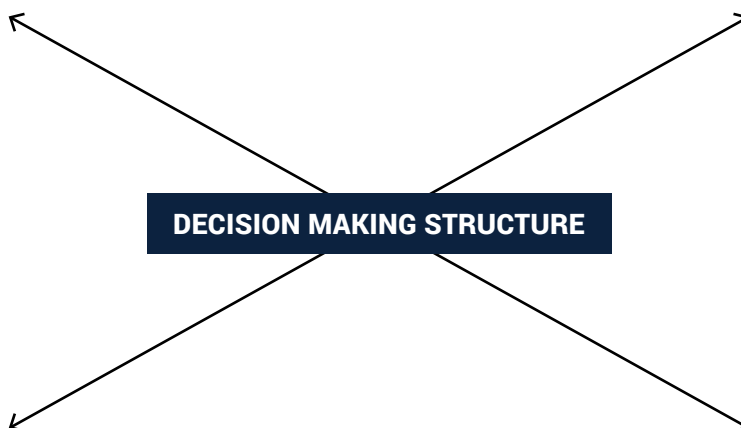
## ISACS MODEL FOR DECISION MAKING

### The Board

Self-perpetuating. As trustees, articulate the mission; set general policies; finance the operation; plan for the future; assess the institution; hire and support the Head of School.

### The Faculty

Appointed and evaluated by the Head of School. As teachers, educate and care about students; meet the needs of the school's customers; grow professionally in order to lead the educational development of the program.



### The Parents/Parent Association

Self-perpetuating and self-selected as “customers” and “patrons” of the school. Parent Association (ESPO) = Parents’ voice: support the school; develop a positive and welcoming climate for all parents; work closely with the school in meeting its current needs; offer forum for parental input; mechanism for school communication to parents.

### The Head of School

Appointed by the Board of Trustees, its only employee, oversees (with administration/staff) the day-to-day operations; executes the mission and policies of the school (as set by the Board); serves as the faculty’s advocate, colleague, and boss; the liaison among Board, faculty, and parents.

## ROLES, RESPONSIBILITIES, AND PROTOCOL

### Head of School

The Head is responsible for every aspect of the operation and management of the school, and acts as liaison among the Board, faculty, and parents. The Head meets with teachers to discuss matters of curriculum and discipline, as well as the progress of individual students. Parents are encouraged to direct concerns to the faculty, advisors, and Assistant Head of School, and staff first before contacting the Head of School. However, they are happy to address issues that cannot be answered by the faculty and staff.

### Assistant Head of School

The Assistant Head of School (AHOS) will ensure congruence between the school’s mission and operations and serves as the educational leader with the Head of School. The AHOS will work collaboratively with faculty reviewing and evaluating the academic programs and serve as consultant in matters of classroom management. The AHOS serves as the main point of contact for parents regarding all operational activities in grades 5-8 and supports the Lower School Director as the main point of contact for parents in grades Y5-4.

**Lower School Director**

The Lower School Director coordinates all lower school programming, curriculum, personnel, student issues and communication. The Director meets regularly with the Head of School, Assistant Head of School, lower school faculty members, and lower school coordinators. All lower school inquiries should be directed to the Lower School Director.

**Director of Student Life and Community Engagement**

The Director of Student Life and Community Engagement helps ensure a consistent Y5-8 student experience that enables healthy student growth and development. This position centers on creating a climate and culture focused on the values and mission of Emerson School while building meaningful relationships with students and working collaboratively with faculty, staff and engaging with parents.

**Lower School / Grade Level Representatives**

The Lower School / Grade Level Representatives work closely with the Head of School, Assistant Head of School, and faculty members, facilitate Middle School and Lower School staff meetings, and serve as resources to the faculty.

**Lower School Homeroom Teachers**

Lower School students are assigned a homeroom teacher who is responsible for teaching the core subjects and is each student's primary contact. During the course of the day, students leave their homeroom classes to visit the various Specials teachers.

**Middle School Advisors**

Each student in the Middle School is assigned to an advisor. Advisors serve a number of important functions. They provide informal and personal guidance for students about all areas of school life. They serve as an advocate for students with other members of the faculty and administration. They collect and receive pertinent information from the faculty about their advisees and serve as a liaison between the school and parents.

Students check in with their advisors and meet with them in groups on a regular basis throughout the school week. Advisory groups also discuss and engage in a variety of age-appropriate activities designed to meet the social, emotional, and physical needs of Middle School students. Advisors often problem solve with students about school issues, social issues, study strategies, etc. This informal guidance system does not preclude a student forming close attachments with other faculty, nor does it prohibit parents from dealing directly with the faculty or other school staff who might be helpful. It is a system that is designed to help support students and parents.

**Support & Enrichment Team (SET)**

To support students with whatever emotional or learning needs that may arise, the Emerson Support & Enrichment Team includes a Lower School Counselor, Middle School Counselor, an early grades Learning Specialist, an intermediate grades Learning Specialist, and a Middle School Learning Specialist. Please contact your child's teacher to discuss whether Learning Support or counseling may be appropriate for your child.

**Admissions and Financial Aid**

The Admissions Team, made up of the Director of Admissions & Financial Aid and the Admissions Associate are responsible for welcoming new families into Emerson School, and helping current families stay here. This team also coordinates admissions events and tours, the evaluation and assessment of all prospective students, and oversees financial aid for current and prospective families.



The vast majority of prospective families learn about Emerson from our current families. If you know someone who might be considering Emerson, please encourage the prospective family to contact the Admissions Team, and let them know you've been talking about Emerson so we can thank you.

### **Business Operations**

The business office is responsible for the financial and operational management of the school. The Director of Finance and Operations oversees the financial records and reporting, budgeting, and compliance related matters. The Director of Human Resources oversees payroll, employee benefits, and other personnel related issues. The Controller is responsible for student billing and vendor payments.

#### **Student Billing**

All questions and concerns related to student account billing should be addressed to the Controller.

### **Marketing and Communications**

The Director of Marketing and Communications is responsible for all of Emerson's branding, publications, message consistency, newsletters, emails, website management, advertising, and public relations.

#### **Internal Communications**

A top priority is keeping families aware of news, changes, activities, and other school-related items that might impact your students. Please read the weekly newsletter and any mid-week news emails.

#### **Public Relations**

Please direct all media inquiries to the Director of Marketing and Communications, who will send information on behalf of the school and/or connect them with the most appropriate spokesperson. Likewise, if you have an idea that media might be interested in, please contact the Director of Marketing and Communications to help craft the message and make contact with the media outlet.

#### **Marketing and Branding**

It is important to maintain a consistent brand identity that accurately represents Emerson School. To help ensure that, please do not use the Emerson logo or create any materials on behalf of the school without first contacting the Director of Marketing and Communications. Emerson's Brand Standards are available upon request.

#### **Website**

The school's website is a destination for both current and prospective families. If you notice any inaccuracies, or have any suggestions for improvement, please contact the Director of Marketing and Communications.

### **Development**

The Director of Development and Development Team are responsible for all fundraising programs and special events, including: the Annual Fund Fall and Spring Campaigns, the annual Emerson Auction, and donor and alumni relations. The Development Team's primary focus is building community and a culture of philanthropy through a variety of fundraising opportunities and events with the assistance of parent volunteers.

At Emerson, as at virtually all independent schools, tuition, flexible tuition, and fees do not cover the complete cost of educating our children or maintaining our facilities. Setting tuition at a level that is affordable to the greatest number of families results in a gap between our expenses and our revenues. The balance of funding

for our annual budget and capital projects comes through our fundraising efforts with our families, alumni and alumni parents, grandparents and friends. Emerson aspires and encourages 100% participation from its Board of Trustees, Faculty, Staff, and families. Gifts at any level are welcomed and appreciated.

Emerson has benefited from a long tradition of giving, which has helped make it the outstanding school that it is today. Contributions of time, talent, knowledge, and resources are all valued gifts. Our community has been built on such contributions, and we rely on the participation of all Emerson families in supporting our current and future needs. During the year, you will hear about ways you can contribute to the Annual Fund and the Auction, Emerson's two primary fundraising activities.

### **The Emerson Annual Fund**

The Annual Fund raises gifts for annual operational support for Emerson School. It provides for financial aid, faculty professional development, and special projects that are not covered by tuition. We strongly encourage all families, Trustees, faculty, and staff to support the Annual Fund every year. Each gift, regardless of size, makes an impact. Your participation is what matters most. Unlike tuition, gifts to the Annual Fund are tax-deductible. Annual Fund gifts and pledges are accepted in several forms (cash, check, credit card, DAFs or stock) and may be given online at [emerson-school.org/give](http://emerson-school.org/give), or directly to the Development Office. Gift forms and reply envelopes are available in the Development, Lower and Middle School offices.

### **The Emerson Auction**

Emerson School's annual Auction is held in the spring. The event brings members of the Emerson community together for a festive evening of fun, friendship, food, and giving. Parent volunteers help make it possible, and we hope you will join others in sharing your time and expertise. Please contact the Development Office if you wish to volunteer or if you have questions regarding Auction tickets, donations, sponsorships, or advertising.

### **Other Fundraising Initiatives**

Periodically, Emerson undertakes special, multi-year campaigns to fund major initiatives that fall outside the scope of annual budgets. These campaigns provided the funding to construct Emerson's Arts and Innovation Center, expand the Middle School, renovate the Library, construct the K-2 and Specials wings, and more. Much is asked of our donors, and we are very sensitive to competing requests for your annual gift support. Emerson's priority is participation in the Annual Fund and Auction. Additional fundraising activities are kept to a minimum. Exceptions may include food or clothing drives, or collections for classroom projects. All fundraising activities must be approved and coordinated by the Development Office. The following are the criteria for approval of a fundraising activity:

- The timing of the event or activity should not conflict with other similar activities that are already on the school calendar, including planned solicitations.
- No individual, company, or foundation should be approached for a donation to the school without the express consent of the Development Office.
- Any written materials created for a fundraising project must be approved by the Development Office before being mailed or posted.
- All discussions and decisions about restricted gifts, including acceptance, will take into account other fundraising activities and the general needs of Emerson School, as determined by the Development Committee of the Board of Trustees.



### **Educational Community Rewards Programs**

In addition to the Annual Fund, the annual Auction and other fundraising initiatives, thank you for participating and signing up for the following community rewards programs that directly benefit Emerson School.

#### **Arbor Farms**

When you check out, tell the cashier you are affiliated with Emerson School. The store will then donate 3% of your purchase total to our school.

#### **Busch's**

Use your account at [Buschs.com/MyWay](https://Buschs.com/MyWay) to enroll in Cash for Education. Select Emerson School as your beneficiary for each quarter of the year. You must include a valid email and opt-in to receive emails from Busch's to participate. Do this under Your Account > MyWay Account > Account Holder. Remember to re-enroll annually. Emerson receives 5% of your total purchase when you pay with cash, check or debit card, and 3% when you pay with a credit card.

#### **Kroger**

Support Emerson through their Community Rewards Program. Sign up via your Kroger Plus account. Enter Emerson's Org number KE606 to link your account to Emerson.

#### **Gifts-In-Kind**

Non-cash gifts of tangible property or professional time and talent are often welcome. Please contact the Development Office to determine the acceptability of such gifts. The IRS places the responsibility for the valuation of in-kind gifts on the donor. For proper acknowledgment of your gift, please complete and return a Gift-In-Kind Transmittal Form, available from the Development Office. Forms can also be found online at [emerson-school.org/give](https://emerson-school.org/give).

## **PARENT INVOLVEMENT**

### **THE EMERSON SCHOOL PARENT ORGANIZATION (ESPO)**

[www.emerson-school.org/espo](https://www.emerson-school.org/espo) | [espo@emerson-school.org](mailto:espo@emerson-school.org)

At Emerson, we are fortunate to have a very active parent organization, called the Emerson School Parent Organization (ESPO), which serves as a link between the parents and the school and sponsors a number of important volunteer events and activities. As well as several social occasions, ESPO sponsors events each year that support curriculum enrichment, community building, and "friendraising" activities, including but not limited to the ESPO Welcome Back Coffee, Halloween Carnival, Bake Sale, Teacher Appreciation Lunch, and Book Fair, and it organizes the Pizza Lunch program. The proceeds from these activities have provided our children with numerous cultural performances, resident artists, educational equipment, playground equipment, and library books.

Officers are elected each year at the annual meeting in May. Please email ESPO if you would like to find out more about how you can get involved at [espo@emerson-school.org](mailto:espo@emerson-school.org). ESPO collects a \$50 annual due, per family, to help supplement the many school enrichment events, teacher grants, and other community building events





it coordinates throughout the year. Please contact the Business Office if you would like to opt-out of your ESPO dues contribution. If you choose to opt-out, your child and family will still participate in ESPO events.

### **VOLUNTEER OPPORTUNITIES**

Parents make many valuable contributions to the School as volunteers. Opportunities include ESPO-sponsored events and activities, both one-time and ongoing; school events such as the annual Auction, fairs, performances, etc.; and classroom activities organized by your child's teachers.

## **WHAT AND WHERE**

### **CLASSROOMS**

Lower School classrooms are open from 8:15am to 3:00pm. Middle School classrooms are open from 8:00am to 3:15pm. Students are not allowed in classrooms without a faculty member present, except by permission.

### **GYMNASIUM**

The gymnasium is used for physical education classes, certain athletic contests, and special events. Students should not enter without adult supervision. Students are required to keep a pair of rubber-soled gym shoes at school. No food or drink is permitted in the gym. A Room Reservation Form must be completed to reserve the gym for use outside of regular classes.

### **LIBRARY MEDIA CENTER (LMC)**

Our LMC houses an outstanding collection of books and technological resources. The LMC is open from 8:00am to 3:00pm daily. Students have regularly-scheduled library times, but may also obtain permission from their teachers to visit the library during class. The school expects that students will handle library materials with appropriate care and return them when they are due. All students will be asked to pay for lost or damaged books.

### **BELONGING CENTER (FORMERLY KNOWN AS THE FISHBOWL)**

The Belonging Center provides books that are recommended for DEIJ and these can be checked out/returned through the normal library procedures.

### **LOCKERS**

Students in Grades K - 8 are assigned hall lockers. Young fives students are assigned cubbies for books and belongings. Lockers are the property of the school.



- Please do not leave perishable food items in lockers overnight.
- Each student will be assigned one locker and may not switch lockers with another student or use more than the one that is assigned.
- Do not put stickers on the inside or outside of lockers. Magnets, paper, or cardboard may be used to attach decorations.
- Everything brought to school on a regular basis must fit in a locker with the door shut. Backpacks that do not fit into the lockers are not permitted.
- Attachments to the outside of lockers are not permitted.
- A locker cleaning charge will be assessed if a locker needs to be cleaned or is damaged at the end of the year.
- We strongly advise students not to bring valuables to school.
- Bathrooms may not be used to store personal belongings.
- Musical instruments must be stored in the music room, not in the hallway. Instruments left in the hallway will be moved to the reception area and must be collected there by the student/owner.

## FIELD TRIPS

Field trips offer enrichment to students as well as a direct way for parents to get involved in their child's school life. Teachers need parental help for transportation and supervision. To drive on a field trip, parents must first be approved as a volunteer driver. A parent representative may work with the teacher to coordinate and organize drivers for all scheduled trips. If you are considering driving and bringing a younger child, ask if this is appropriate. If you can drive, the teacher or parent representative will give you the list of children you will be asked to take.

On the driver's form you will agree to follow traffic laws and ensure that every passenger is secured in a seat belt or booster seat whenever the car is in motion. On any school trip, the school insurance policy provides liability coverage. The driver is responsible for supervising the students in the car and may convey personal expectations to his/her group about conduct in the car and during the field trip.

In order to ensure that the field trip is a safe and successful one for all parties, we ask parent chaperones to following these guidelines:

- Follow the directions as given by the teacher or administrator leading the field trip.
- Do not change plans for your group, such as making additional stops, skipping planned activities, or leaving early.
- Follow all school rules, and ensure that students do so as well.
- In the event that a student becomes ill or injured, bring this to the immediate attention of the teacher or administrator leading the field trip.
- In the event that you feel a child should receive disciplinary action for not following school rules, inform a teacher or administrator in the group, and allow him/her to decide if and how such action should be dispensed.
- Supervise your students at all times, and count frequently to make sure you have your entire group with you.
- Know what to do in the case of an emergency.

- Do not be alone with an individual student.
- Do not administer medications to students.
- Be fully present, and avoid doing personal or outside work while chaperoning. If you need to step aside from chaperoning to complete outside work or respond to a personal matter, first ensure that the teacher or administrator leading the field trip can provide you with temporary coverage.
- Avoid providing special treats (such as snacks, drinks, or rewards) for your group of students. Not only does this lead to feelings of unequal treatment among other groups, it can conflict with students' food allergy plans.
- Faculty and staff have dedicated great energy and time to planning these experiences, we welcome your thoughts on possible itinerary suggestions and ideas during this planning process. Please do not deviate, alter, or encourage changes from the final itinerary while on the trip.
- The use of tobacco, alcohol, or other banned substances on school trips is prohibited.

### MIDDLE SCHOOL TRIPS

Emerson Middle School often takes off-campus trips to allow students to further investigate an area of study. These trips are made possible through the cooperation of many of our families, as they serve either as drivers or as chaperones on trips that rely on commercial transportation. Teachers will send home information about overnight trips and arrange a time to go over details with all parents. They will inform parents if students need to take particular clothing for planned activities. Separate forms are required for any medication to be given to students on each trip. All students are expected to follow Emerson's behavioral guidelines when on school-sponsored trips. It is expected that any parent who has offered his/her services as a driver will be treated with the same respect that is afforded all students and staff. Each parent will serve as a supervisor during field trips.

Students are expected to participate in the trip's organized activities just as they would at school. If for health or other reasons they are unable to do so, their parents should discuss this with the teacher before the trip. Field trips, especially those including an overnight stay, are scheduled well in advance and may require additional fees. Financial assistance may be available if the cost of the trip creates a hardship for the family. The school staff requests that parents and students alike regard the school field trip as an important component of the curriculum, and asks that they not pull a student out of the trips for athletic practices or games, extracurricular lessons, or vacations.

If a student is unable to participate in the annual end-of-the-year curricular trip, parents must make alternative arrangements for that student, as classes will not be offered at Emerson for the duration of the trip.

Please note that independent trips organized by Emerson faculty or staff outside of school are not endorsed by the school. This includes world language trips abroad during the summer months.



## HOW THE DAY GOES

### CURBSIDE DROP-OFF AND PICK-UP

Curbside Service is offered as a convenient, efficient way for parents and/or guardians to drop off and pick up their student(s). Parents or guardians who wish to walk their students into or out of the building may use the lot at the end of the middle school. Cars should not park at the curb any time of the day.

For the safety of our students, we strongly encourage drivers to refrain from using cell phones during drop-off and pick-up times. Additionally, your speed may not exceed 10 MPH when in our parking lot.

#### Morning Curbside Drop-Off

- Please pull all the way forward in the curbside service lane.
- Staff members will assist Y5-4 students in getting out of their cars.
- Drivers of middle school students are asked to remain in a single line and pull forward to drop off passengers in the same manner.
- Do not pull in and out of the drop-off lane as it is extremely dangerous for everyone.
- Each child will have time to exit the car in a timely and safe manner.

#### Afternoon Curbside Pick-Up Service

- Visor signs (provided in the first day packet) must be displayed on the passenger side visor during afternoon curbside pick-up.
- Pull all the way forward in the Curbside Service lane – Once vehicles have stopped, children will be assisted into cars, and drivers will be directed to exit.
- Children will NOT be allowed to enter on the street side of the vehicle, except with adult assistance.
- Drivers must remain in their car to facilitate traffic flow.
- Drivers picking up older students should enter the parking lot and line up in the holding pattern lanes. Please remember to turn off your car while you wait in line.
- It is important to remember to follow those directing traffic to maintain traffic flow and safety.
- A bus parking/loading zone is located at the east end of the parking lot to provide a safer environment for our children.
- We have made every effort to be mindful of our neighbors on Scio Church Road, and the staff member posted at the entry drive will guide drivers either to the curbside lane or to the “holding pattern lanes.”
- We ask that all vehicles yield to buses entering and exiting the campus, as well as in our parking lot.
- All lower school students not picked up by 3:15pm, and middle school students not picked up by 3:30pm, will come inside and sign in to the After School Program.

## ESPO Anti-Idling Initiative

- **Please don't idle while you're waiting in line before curbside begins**  
Lines of idling cars produce the ideal scenario for maximum exposure to harmful pollutants. It's fine to allow some distance between your car and the car in front of you while you wait: you won't get to your child any later.
- **If you're stopped for more than 10 seconds, turn it off**  
Idling for more than 10 seconds uses more fuel than restarting your engine. Whether you're dropping off your kids at school or using the ATM, if you're stopped for more than 10 seconds, turn your car off.
- **Idling pollutes**  
Idling one car for five minutes per day can emit as many as 25 pounds of harmful air pollutants and 260 pounds of carbon dioxide per year, a primary greenhouse gas.

## EARLY ARRIVAL – BEFORE SCHOOL CARE

Morning Child Care is available from 7:30am – 8:15am. Lower School students arriving before 8:15am must report to the Morning Child Care Program in the library. The school does not open until 7:30am.

## THE SCHOOL DAY

For students in grades 5-8, the day begins at 8:15am and ends at 3:15pm. Please make sure your child is on time so class can start promptly. The first Middle School bell rings at 8:00am. Students are expected to be seated and ready for class by 8:15am, when the second bell sounds.

Each trimester, Middle School students have a series of core classes that include Language Arts, Social Studies, Math, and Science. They also take a World Language and Enrichment Classes (P.E., Health, Performing and Visual Arts), taught on a rotation schedule. All 6th grade students will take Introduction to Middle School during their first trimester in the fall. In addition, each student chooses two Electives from a variety of classes each trimester. Band and Orchestra are full year commitments.

The day for our Young Fives through 4th grade students begins at 8:30am, and ends at 3:00pm (2:45pm for Young Fives and Kindergarten). Each Lower School classroom has its own daily schedule of Language Arts, Social Studies, and Math, as well as Specials classes (including QUEST, World Languages, Art, Music, Library, and P.E.). The school is organized into trimesters.

## LUNCH

Families are expected to arrange for lunch for their children each day. Students may always have their child bring a brown-bag lunch from home. Alternatively, lunch service is offered through an outside vendor and delivered Monday through Thursday, with a few exceptions. Parents may arrange to purchase meals through the lunch service with the link provided by the school. Milk can be ordered for lunches Monday through Thursday. Additionally, ESPO provides a pizza lunch on Fridays, with a few exceptions. A link will also be provided for families to sign up and purchase pizza lunches and Friday milk orders. Students may bring in a morning snack from home.



Please adhere to the following guidelines:

- Food must be eaten in designated areas.
- Currently we do not allow students to eat in the gym, the library, or the Arts and Innovation Center.
- Label lunch bags or boxes with the student's name.
- School refrigerators are not available for student lunches.
- Microwaves are not always available for student use.
- Do not leave perishable food in lockers overnight.

## RECESS

All Emerson students will go outside for recess each day as long as the temperature with the wind chill is zero degrees or greater. All students should dress appropriately for the weather, including boots, hats, gloves and even snow pants during the winter. Although students are supervised by adults during recess time, there are risks inherent to playing outdoors on swing sets, slides, and other playground equipment.

### Sledding

When the hill on the back of the playground is covered with snow, we also offer supervised sledding as an option for all students. In order to sled, students **MUST** wear all of the following: boots, snow pants, winter jacket, hat and gloves/mittens. Emerson School ensures that all reasonable safety precautions are taken. The sledding rules are reviewed with all students in advance and enforced by the supervisors. Students violating the rules or engaging in unsafe behavior will not be allowed to sled.

## AFTER SCHOOL PROGRAM

Emerson's After School Program is provided as an extra service of the school, independent of the school enrollment contract. The program provides a safe and resource-rich alternative "neighborhood" playground for Emerson students, as well as an array of adult-led, structured activities. Free play with friends, quiet time to read or study, supervised computer time, and games comprise the core of the program. A simple snack is provided each day right after school, with an additional snack at 4:30pm. The program runs from 2:45pm to 6:00pm each full day of school and adheres to the strict formal check-in and check-out procedures required by the State of Michigan; so be sure to park and come into the library to sign your child out each day. Rates for the After School Program are charged by the half-hour, with a strict penalty for late pick-up. Details can be found in the After School Program Parent Guide on our website.

All students staying after school not directly involved in after school sports, clubs, or other organized activities will be checked into the After School Program beginning at 2:45pm. Students who have a game or other activities at times later than 2:45pm will be checked into the program and then checked out at the time of their activity. The After School Program staff also offers a number of special full-day child care options from 8:00am to 6:00pm on various school days when there is no school. Details will be sent home via email prior to these days, complete with registration information.



## ENRICHMENT CLASSES AND MUSIC LESSONS

Emerson offers a wide variety of after school enrichment classes, such as chess, art, robots, and computer programming. The school year is divided into three separate sessions, and classes vary according to each session. Class offerings are sent home via email shortly before each session begins and registration occurs at that time. Enrichment classes are billed to your student's account and child care charges do not apply while your child is in his/her class. Music lessons for many instruments are available throughout the school year. Lessons begin the third week in September and continue through May. If you are interested in music lessons, please contact the After School Program Director. Scholarships may be available for lessons and/or musical instruments.

The purposes of after school enrichment classes and music lessons are to provide opportunities for self-improvement and a convenient alternative to taking after school lessons off-site. These classes are scheduled by the After School Program but are not a part of the child care agreement. Therefore, please keep in mind that a tax receipt for childcare services will not reflect times spent in these classes, nor their fees.

## BUSES

Emerson's students have the opportunity to ride the Ann Arbor Public School bus. We provide these guidelines and expectations to ensure that all students may experience a peaceful, safe ride to and from school.

All bus riders should demonstrate Emerson's core values of empathy and integrity. We hold the bus environment to the same standards as the classroom environment. To that end, all riders must do the following:

- Cooperate with the bus driver and follow directions respectfully
- Remain seated while the bus is in motion
- Stay in one seat for the entirety of the trip
- Keep the aisles of the bus clear
- Maintain a neat and tidy space
- Keep all parts of the body inside the vehicle

Additionally, riders may not do the following:

- Eat or drink
- Use cell phones
- Open windows without the bus driver's permission
- Bring anything onto the bus that might cause harm or injury
- Take photos or videos

Unacceptable behaviors as outlined in this Family Handbook are also not permitted on the bus. This includes, but is not limited to, the following:

- Destroying or vandalizing property
- Using inappropriate language
- Lying
- Fighting, hitting, bullying, and teasing
- Showing verbal, physical, or other outward demonstrations of disrespect for others
- Stealing
- Photographing, videotaping, or otherwise using a cell phone inappropriately



Should a bus rider engage in misbehavior on the bus, the bus driver will notify the appropriate Division Head and/or Head of School. The student may be removed from the bus for the week, the month, or the remainder of the school year.

### **Ann Arbor Public Schools Bus**

Bus service is available to all families who live in the Ann Arbor Public Schools district at no cost (families pay for this via taxes). The schedule may vary by school year, but all families with students who intend to ride the AAPS to or from Emerson must register at the beginning of the school year. Pick-up and drop-off locations and times can be found at [www.emerson-school.org/bus](http://www.emerson-school.org/bus).

Buses are available for Emerson students' use only on days when AAPS are in session. It should be noted that when Emerson dismisses at noon, no buses are provided. The same parameters for pick-up and drop-off apply to all Emerson students as they do to students from the public schools. Designated morning pick-up and transfer locations are specified by AAPS.

Students must ride their assigned bus to their assigned stop on a regular basis. No guest riders will be allowed to ride with a "regular" bus rider. It is the parents' responsibility to inform students whether or not they are to take the bus. Parents should also inform teachers of routines and changes to routines. Avoid last minute calls to school, as these cause frustration for both students and staff.

### **Morning Bus**

Lower School students must check into childcare immediately upon arrival at Emerson. Those students will not be charged for childcare on days when they ride the bus to school.

### **Bus Dismissal**

In order to facilitate a safe and timely bus departure, Emerson School will follow these steps:

- Any student who misses the bus will sign into the After School Program, call home to notify parents, and be charged accordingly.
- Middle School students are to enter buses on his/her own directly at dismissal at 2:45pm.
- Lower School students are to gather immediately upon dismissal with the appropriate teacher or administrator in the main entrance of the school, and then enter the buses as a group no later than 3:10pm.
- Any changes to the regular bus pickup must be communicated by the parent or legal guardian to the Office Manager no later than 2pm. You may notify either one by email or by phone. This included notification of a child's after school activities, sickness, doctor appointments, and so on. We will not make a change to regular bus pickup based upon a student's stated plans, only based upon a parent communication.
- For Emerson's contracted bus, if a parent is not present to pick up the child at the appointed time, the child will be returned to Emerson School, signed into the After School Program, and charged accordingly.
- No child may be placed on the bus without being registered with Emerson School for the Ann Arbor Public School Bus or the Emerson School bus.
- Parents should wait for their children at a safe location. Crossing streets to pick up or drop off children should be avoided.

### **Bus Contacts**

- Ann Arbor Public Schools Transportation: 734-994-2330
- Emerson School Receptionist: 734-665-5662



## CARPOOL MAP

It's easy to find other Emerson families who live nearby and coordinate carpool groups with the ESPO Carpool Map. Only families who opt-in to participate are visible on the map, and only those who participate can view it. To learn more and opt-in to participate, visit [www.emerson-school.org/carpool](http://www.emerson-school.org/carpool).

## ACADEMIC INFORMATION

### SCHEDULES

Lower School families will be notified by email of classroom placement approximately two weeks prior to the start of school.

Middle School schedules for the first trimester will be given to students on the first day of school. At the start of each new trimester, students will receive their new schedules in their first period class of the new/current trimester, which will be posted by the bathrooms and on the Middle School bulletin boards.

### HOMEWORK

In the Lower School, teachers begin assigning a reasonable, gradually increasing amount of formal homework in the middle to upper grades. Emerson's goal is to teach students to assume full responsibility for having appropriate materials available and organized, and for completing their homework in a timely manner. Most Middle School students average approximately 1½ to 2 hours of homework each night (roughly 20 minutes per academic subject per night), with additional time occasionally required for special projects. The school recommends that parents help their children with occasional reminders, but as much as possible, encourage independence in homework completion. Students are encouraged to check Google Calendar nightly for homework assignments especially if the student was absent from school.

### STUDENT PERFORMANCE

#### Progress and Interim Reports

Emerson teachers report on student progress at the end of each trimester. Lower School reports include detailed checklists assessing academic skills and social and learning behaviors, as well as personal comments about each child. Middle School teachers also assign students a grade for most classes. Middle School teachers may also send home progress reports at the midterm (six weeks in) of each trimester. Progress reports are generally sent for students who are receiving a "C" grade or below, or have made significant progress in either a positive or negative direction in that class. Additionally, many middle school teachers make their gradebooks available online through RenWeb, with the understanding that these will be updated at least every two weeks throughout the trimester.



### **Evaluation Forms for Testing**

Should a parent wish to have a teacher or other employee of the school complete an outside evaluation form or letter for a student as part of the student's professional testing or evaluation (e.g., behavior, academic, psychological, etc.), the parent must first contact the Assistant Head of School, who serves as the point person for all such forms. Forms and letters are sent directly to the receiving testing agent and will be kept confidential to the letter writer, Head of School, Assistant Head of School, School Counselor, and Learning Support Center.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Consistent with its policy prohibiting discrimination, Emerson is committed to ensuring that students with disabilities are provided with equal access to its programs. The school will provide accommodations and modifications to ensure a disabled student has equal access to the school's services, provided that they do not fundamentally alter the school's educational programs or Mission.

Requests for accommodations should be addressed to: Head of School, David Feldman at [dfeldman@emerson-school.org](mailto:dfeldman@emerson-school.org).

When evaluating a request for an accommodation, Emerson will collect all information relevant to determine whether the school can appropriately meet the student's needs. This information may include, without limitation, aptitude and achievement tests, physicians' statements, teacher recommendations, and information regarding the student's physical condition, adaptive behavior, or social or cultural background. The school, in conjunction with the student's parents, will determine which educational strategies and accommodations can be implemented and will implement an individual plan with the student, parents, faculty, and administration, utilizing the accommodations available at Emerson School.

Accommodation plans shall be reviewed and updated, if necessary, on a periodic basis. If it becomes evident that a student is not meeting the school's academic or behavioral expectations with the agreed support and modifications in place, then the parents will be advised that the student requires placement in a different educational setting which is fully appropriate to the particular needs of the child.

### **COUNSELING AND LEARNING SUPPORT**

To support students with whatever emotional or learning needs that may arise, Emerson has a number of specialists who make up the Support & Enrichment Team. Should you believe that your child would benefit from Learning Support services, please contact your child's teacher, the appropriate Division Head, or the Counseling and Learning Support Coordinator.

#### **Mission**

To develop and nurture the whole child by skill building and supporting the student's self-understanding and self-advocacy.

#### **Counseling and Learning Support Staff**

- Counselor and Learning Support Coordinator
- Middle School Learning Specialist
- Learning Specialists

**Focus**

- To provide proactive classroom support for student learning so as to minimize the need for individual remediation and support
- To provide individual and small group remediation and support for students as needed or called for by diagnosis

**Prioritization of Student Services**

- Students with diagnosed disabilities
- Students for whom there are learning differences suspected by the Learning Support team and teachers
- Additional students about whom a Learning Support team or teacher has concerns

**What Learning Support Does**

- Identify and support student needs:
- Observe classes
- Coach students in executive skills
- Work with the counselor to develop educational plans documenting classroom accommodations to which students are entitled based on their diagnoses
- Provide small group reading support as appropriate to the grade
- Complete and maintain progress monitoring data on all students enrolled in the program
- Perform intake, mid-year, and end-of-the year benchmark assessments on enrolled students
- Work with homeroom teachers to design and perform small group instruction, as requested
- Discuss learning challenges with parents
- Refer families for further testing
- Collaborate with homeroom teachers on small group and individual learning goals
- Individually tutor students with diagnosed learning disabilities
- Work with teachers on student transition between grade levels
- When requested, work with classroom teachers to differentiate instruction to ability level and modify curriculum and assessments for diagnosed learning disabled students
- Provide recommendations in universal design to connect students with alternative ways to display mastery via technology
- Maintain detailed notes of completed work, suspicions, and progress on learning goals for each individual tutoring session
- Attend division meetings

**What Learning Support Doesn't Do**

- Focus on completion of homework assignments and/or classroom assignments
- Provide academic enrichment in subject areas
- Whole class teaching

**AWARDS**

Awards are presented at the end of the school year during an all-school Awards Assembly. Recognition is given for outstanding performance on National Latin, French, and Spanish Exams, and various math and science contests. There are also awards for citizenship, athletics, and performance and visual arts.



## SPECIAL EVENTS AND ACTIVITIES

Emerson faculty, staff, and ESPO volunteers provide a stimulating atmosphere for learning throughout the year through a variety of all-school and grade-specific events and activities. Examples include:

- Hosting visiting authors and musicians
- Science Fair
- End-of-Year Art and Music Events
- Annual Alumni Reunion
- Homecoming
- Field Day
- Middle School Fall Musical and Spring Play
- Middle School Socials
- Jump Start for rising Young Fives and Kindergarten students

## SUMMER AT EMERSON

Summer at Emerson offers eight weeks of half-day, week-long camps each summer. Our camps are available for students who have just completed Kindergarten through eighth grade, regardless of school attended. Morning camps run from 9:00am–12:00pm and afternoon camps run from 1:00–4:00pm. Campers can choose a morning and afternoon camp for a full-day experience. Extended childcare is offered for an additional fee before and after camp, from 8:00–9:00am and 4:00–6:00pm. Summer at Emerson online registration opens at 12:01am on February 1st. Additional information can be found online at [www.emerson-school.org/summer](http://www.emerson-school.org/summer).

## ATTACHMENTS

### ACCEPTABLE USE POLICY FOR TECHNOLOGY

#### Mission

The mission of the Emerson School Technology program is to facilitate & enhance learning and teaching through access to information, communications, collaboration, and dissemination of successful educational practices, methods, and resources.



## **General Principles**

- Emerson School provides a wireless network and internet access to faculty, staff, students, and guests (all known as users in this document). Access to technology resources entails responsibility, and all users are expected to use the technology resources in a considerate and responsible manner.
- Users are responsible for appropriate behavior on their device, the network and the internet. Users are expected to communicate electronically with others in a respectful and constructive manner, in keeping with the expectations for interpersonal conduct at Emerson. Users are expected to treat all devices (chromebooks, computers, ipads, printers, etc.) with care, just as they would all Emerson school property.
- Emerson School strives to create an environment in which personal privacy is respected. User accounts for all technology resources should be treated like personal private space. Users are expected to respect the privacy of others, and refrain from unauthorized intrusions into other users' accounts, data/files, and devices. At the same time, users should not assume that what they store on the network will remain private under all circumstances. Administrators and faculty reserve the right to review files and communications to evaluate work, to remove inappropriate files as necessary, to maintain system integrity, and to ensure that users are using the system responsibly.
- Emerson School is committed to maintaining an environment that protects personal privacy and will not require that users reveal any personal information over the Internet. School activities will avoid the use of sites and resources that require the submission of personal information. The faculty and staff will monitor users to help prevent the inadvertent release of personal information.
- Emerson School is committed to freedom of speech and access to information that meet the educational mission of the school. Freedom of speech and access to information will be honored within the guidelines set forth by school policies.
- Emerson School encourages the participation of its faculty, staff and students in educational communities through publication of work on the Internet. At the same time, Emerson expects work published electronically and in print to meet high standards for quality, and to comply with copyright laws. Before any user's work that is affiliated with Emerson School is published on the Internet, it must meet certain content guidelines determined by Emerson's administration. At a minimum, work to be published on the Internet shall comply with the Code of Student Conduct.

## **School Responsibilities**

Emerson School will strive to educate its community in the appropriate use of technology resources, and will do its best to provide error-free, dependable access to technology resources. Each student will participate in a discussion about using school technology and the Internet, including digital citizenship and copyrighted materials. It is expected that the Internet will be used only in a supervised setting. Emerson faculty members are responsible for supervision of students in the classrooms and learning environment. During school, teachers will guide students in finding appropriate material on the Internet. While every effort will be made to promote the proper use of the Internet and monitor student use, it is impossible for Emerson School to restrict access to all controversial materials. Outside of school, families bear the responsibility for setting and conveying the standards that their children should follow, just as they do with other information sources such as television and radio. Emerson School intends to provide information to its community to assist parents in understanding the issues and concerns regarding the Internet and its use.

Emerson School strongly encourages parents to discuss the rights and responsibilities and the spirit of this Acceptable Use Policy with their child, and to be involved with Internet use at home. Emerson administration, faculty, and community members are available to discuss any concerns that you or your child may have.



### **Student Rights**

- Users have the right to use the wireless network along with all computer equipment and software for which they have received training for school-related purposes and for recreation when appropriate.
- Users have the right to have an Emerson School account and access to the services that it provides (Chrome, E-mail, Google Workspace, etc.). This account is meant for school activities such as: educational research, communication, and production.
- Emerson School will provide students in grades Y5-8 with their own Google Workspace account (email, word processing, spreadsheet & presentation). This account is part of Emerson's own Google domain and is subject to Emerson's terms and guidelines in this Acceptable Use Policy.
- Users have the right to access information from outside resources via the Internet that facilitates learning, personal academic growth, and educational information exchange. Internet use must occur in a supervised environment.
- Users have the conditional right to privacy within the guidelines set forth in this policy. This includes privacy of passwords and personal information.

### **Student Responsibilities**

- Users are responsible for maintaining the privacy of their passwords. Users shall not attempt to learn another user's password, or attempt to access another user's account without authorization from a teacher. Users shall not circumvent or disable desktop or network security programs or measures.
- The use of VPN connections to gain access to the internet is prohibited.
- Each user is responsible for all material in his/her Emerson account and accepts responsibility for preventing inappropriate material from entering the school via the Internet or other sources.
- Users are not permitted to install any software on school computers.
- Users are not permitted to email or chat with users outside of the Emerson School domain during the school day.
- Users are responsible for adhering to copyright guidelines in the use of hardware and software, and in the copying of text or files from the Internet and from other resources.
- Users are expected to use systems for interpersonal communication in a responsible manner, and shall not send harassing or threatening e-mail, nor send email under a forged name.
- Students who are under 13 years of age may not access sites or resources that require the user to be 13 years of age to legally have an account on the site. Examples would be Facebook, personal GMail accounts, Twitter, and Instagram. If the student is 13 years of age or older, then access must be for school-related projects and with approval of Emerson staff or faculty.
- Users will not reveal personal information about themselves or others over the Internet; this information includes, but is not limited to: a first or last name, a home or other address, a telephone number, a social security number, a valid e-mail address (except for specific monitored class assignments), or other information which may be linked to a particular user. If needed, staff will register students on specific educational sites used as part of the curriculum.
- Users have the responsibility to notify a system administrator of any hardware, software, or security problems on the Emerson network or the Internet.
- Users must respect the integrity of the Emerson computers and the network system and shall not intentionally take actions to infiltrate a computer or the network. Users shall not damage or alter the software components of a computer or the network, and must take prudent precautions to avoid introducing computer viruses into a computer or the network or face disciplinary action.

- Users will act in a manner consistent with the Emerson School Student Code of Conduct.
- Users are responsible for properly using and caring for the hardware and software for which they have been trained to use and refraining from using any technology for which they have not been trained.

### **Non-School Computers and Personal Technology Devices**

Use of laptops/chromebooks and any other portable computing devices or accessories such as tablets, smartphones, smart watches, digital cameras, flash drives and other storage devices not owned by Emerson School and brought in to the school by students, parents, visitors, or staff shall fall under the terms of this Acceptable Use Policy and the following guidelines and conditions:

- Personal use devices such as smartphones, smart watches, and/or flash drives are only to be used in a responsible, non-disruptive manner. If any misuse occurs that is not in accordance with the Emerson School Student Code of Conduct, said items may be temporarily confiscated by a faculty member.
- Usage of personal audio/visual devices such as smartphones and smart watches should be very limited and only if authorized by a faculty member. Emerson School expects students to use these personal devices in a responsible and appropriate manner.
- Connectivity to the school network and resources, such as Internet access, and printer access cannot be guaranteed and school-owned connectivity equipment or wireless access points may not be available.
- Any repairs, installations, or software and connectivity support will be the responsibility of the computer owner. Emerson School shall not be liable for any damage, loss, or theft of personally owned computer equipment or data loss sustained while at school. Access to power outlets to power or recharge laptop computers or other devices may not be available.
- Any such computers must meet certain minimum requirements, including but not limited to: an updated Windows or MAC operating system, an updated Chrome Browser (Emerson only uses Chrome); and all installed software must be licensed to the owner. Access to Emerson's wireless network and printers is a privilege.
- All provisions regarding use and content contained in this Acceptable Use Policy shall apply to any computers brought into the school. Emerson School reserves the right to require the users of any such computers to sign an additional Acceptable Use Agreement before permitting connection to the school network or resources.
- Not being responsible is a mistake connected to the policy and certainly requires an intervention - a repeat of the mistake is not about the policy but rather an issue of respect that requires a different intervention.. Possible courses of action to users violating this policy are as follows:
- Users may be restricted from using school equipment and/or software for a length of time ranging from one day to one year.
- Users may lose the right to access the network and/or lose access to their Google Workspace account.
- Users may be required to pay for any unauthorized expenses incurred or any damages caused.
- Users may be required to attend training sessions or perform research related to their inappropriate use of these technologies before being allowed to resume using the network and/or computer equipment at Emerson School.
- Users may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of Emerson School, including suspension or expulsion from Emerson School.



### **Middle School Bring Your Own Device Program**

As part of the Middle School Bring Your Own Device (BYOD) Program, students are expected to bring their fully charged device to school each day. If students choose to leave their device in their locker overnight, families need to understand that they assume the risks associated with leaving their devices at school.

In the Middle School, Emerson School will provide loaner devices (Chromebooks) to students who either lose, break, or do not have a working device at school. These loaner devices are owned by the school and should be considered school property. Students who need to use a loaner device may do so for up to five consecutive or nonconsecutive school days. If a student needs a loaner device for more than a week, they need to speak with their advisor so a device can be loaned long-term by the Technology Department.

Users who damage or destroy an Emerson School owned device will be charged the replacement cost of that device.

### **EXTRAS**

Use school technologies for school-related activities. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline. Treat school resources carefully, and alert staff if there is any problem with their operation.

Users must NOT: 1. use another person's system, user ID, password, files, or data; 2. use computer programs to decode passwords or access control information

Without enforcement, classroom technology rules can be just that: rules. A Technology Acceptable Use Policy is a contract that lays out the rules and tells the students what will happen if the rules are broken.

### **Consent For Digital Tools**

The Children's Online Privacy Protection Act (COPPA) is a federal law governing the online collection of personal information from children under 13. The rules spell out what a website operator must include in a privacy policy, when and how to seek verifiable consent from a parent, and what responsibilities an operator has to protect children's privacy and safety online. Emerson School utilizes several educational software applications and web-based services that are operated by third parties (see above).

In order for our students to use these valuable programs and services, certain personal identifying information, generally the student's name and username and/or email address, must be provided to the website operator. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools to consent to the collection of personal information on behalf of all of its students, eliminating the need for individual parental consent given directly to the website operator. More information regarding COPPA is available on the Federal Trade Commission website at [www.ftc.gov](http://www.ftc.gov).

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