



Emerson
S C H O O L

Family Handbook

2024-2025



TABLE OF CONTENTS

The Emerson School (or the "School") Family Handbook (the "Handbook") is published and distributed to members of the Emerson School community for the purpose of providing information on aspects of student and campus life to help students gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. In addition, any duties that are assigned to specific administrators in this Handbook may be delegated, as the School determines appropriate. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Emerson School and any parent, guardian, or student affiliated with or attending the School. Emerson School may add, revise, and/or delete School policies before, during, and after the school year.

EMERSON SCHOOL MISSION AND PHILOSOPHY

- 1 Educational Mission
Philosophy
- 2 Who Do We Serve
Our Equity and Social Justice Commitment
Equal Opportunity School
- 3 The Emerson School Partnership
Students as Partners
The School as a Partner
Parents as Partners

BOARD OF TRUSTEES

- 5 Duties of the Board

COMMUNITY GUIDELINES

- 5 Responsibilities of the Emerson Community
Honor Code
Student Responsibilities
Staff, Parent, and Guardian Responsibilities
Statement of Community Expectations
Bullying, Harassment, Discrimination, Hazing
Behavioral Expectations While Away From School
Parental Involvement with Disciplinary Matters
Disclosure to Community/Next Schools
Child Abuse and Neglect Reporting
- 10 Promoting Compassion and Resilience
- 11 Our Restorative Model
Communication Practices and Expectations
Violations of Acceptable Use Policy for Tech
- 14 Dress Code
Gender Identity Policy
Gender Identity
Names and Pronouns
Activities and Facilities
Athletic Teams
Faculty Education

IMPORTANT DETAILS AND PROCEDURES

- 15 School Hours
Attendance
Late Arrival
Unexpected Absence
Pre-Arranged Absence

16 School Meetings and Assemblies

- Student Health
Sickness Policy
Medication
Head Lice
Healthcare Management
Sports and PE Participation
Injuries at School
Food Allergy Policy
Immunization Policy
Potty Training
Health Records and Forms
Mental Health
Counseling Services
Medical Leave
Asthma Management
Health Emergencies

25 Communication

- Conferences*
Newsletter and Website
RenWeb Parent Portal
School Directory
Visitors
Phone Use
Messages

26 Emergency School Closings

- Inclement Weather*
Evacuation
Weapons Policy

27 Emergency Management Drills

- Fire*
Tornado
Shelter-in-Place
ALICE Protocol

29 Letters of Recommendation

- Personal Property/Lost and Found
Pet Visits
Birthday Celebrations

30 Religious and Cultural Observances

- Email
Cell Phones/Smart Watches
Electronic Devices
Social Media



- 31 E-Safety Policy
- 32 Textbooks
 - Media Use
 - Guidelines for Technology Usage at Emerson
 - Technology Program Mission*
 - Grades 6-8 BYOD Program*
- 34 Photocopying
 - Use of Building and Grounds
 - Surveillance Camera on Campus
 - Faculty Gifts
 - Asbestos Hazard Emergency Act

PEOPLE AND PROCEDURES

- 35 Board of Trustees
- Emerson School Parent Organization (ESPO)
- 36 ISACS Model for Decision Making
 - Roles, Responsibilities, and Protocols
 - The Head of School*
 - Assistant Head of School*
 - Lower School Director*
 - Lower School / Grade Level Representatives*
 - Lower School Homeroom Teachers*
 - Advisors*
 - Learning Support and Counseling*
 - Admissions and Financial Aid*
 - Business Operations*
 - Marketing and Communications*
 - Development*

PARENT INVOLVEMENT

- 40 Emerson School Parent Organization (ESPO)
 - Volunteer Opportunities

WHAT AND WHERE

- 42 Classrooms
 - Gymnasium
 - Library Media Center
 - Lockers
- 43 Field Trips
 - Middle School Trips

HOW THE DAY GOES

- 44 Curbside Drop-Off and Pick-Up
 - Morning Curbside Drop-Off*
 - Afternoon Curbside Pick-Up*
 - ESPO Anti-Idling Initiative*
- 45 Early Arrival - Before School Care
 - The School Day
- 46 Lunch
- 47 Recess
 - Sledding*
 - After School Program
 - Enrichment Classes and Music Lessons
- 48 Buses and Carpool

- Ann Arbor Public Schools Bus*
- Morning Bus*
- Bus Dismissal*
- Bus Contacts*

- 49 Carpool Map

ACADEMIC INFORMATION

- 50 Schedules
 - Curriculum
- 54 Homework
 - Student Performance
 - Progress and Interim Reports*
 - Evaluation Forms for Testing*
 - Accommodations for Students with Disabilities
- 55 Counseling and Learning Support
 - Mission*
 - Counseling and Learning Support Staff*
 - Focus*
 - Prioritization of Student Services*
 - What Learning Support Does*
 - What Learning Support Doesn't Do*
- 56 Confidentiality
 - Student Records and Transcripts

SPECIAL EVENTS AND ACTIVITIES

- 56 Events and Activities

ATHLETICS AND PHYSICAL EDUCATION

- 57 Eligibility
 - Sportsmanship
- 58 Parent-Coach Communications
 - Interscholastic Athletics Program
- 59 Head Injury/Concussion Policy
- 60 Medical and Other Excuses

ENROLLMENT AND FINANCIAL INFORMATION

- 60 Enrollment Contracts
- 61 Tuition Assistance
 - Tuition Billing Cycle
 - Billing
 - Tuition Refund Plan
- 62 Sibling Enrollment and Early Decision Process
 - Re-Enrollment
 - Family Leave
 - Leave of Absence

SUMMER AT EMERSON

- 62 Summer at Emerson

ATTACHMENTS

- 63 Acceptable Use Policy for Technology

DIRECTORY

- 67 Faculty and Staff Directory



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

Emerson is a place where a child's curiosity shapes their experience. We recognize that every child possesses a distinct complexity, and we leverage this individuality to spark a deeper enthusiasm for learning. Our team of educators provides the essential support and guidance to keep our students engaged.

From the choices they make in their learning journey to the problems they solve and why these matter, children develop a profound sense of confidence and adaptability. With an open heart and mind, they come to value their own progress as they embrace ever greater challenges.

We see education as a holistic endeavor. Our students are surrounded by inquisitive peers who share their earnestness and promise. We believe in allowing children to channel their energy and empathy into becoming not only avid learners but also interested and compassionate individuals.

We meet children where they are in their development and work tirelessly to empower them to reach their fullest potential. We understand that timing is crucial, and we ensure that the pace of learning is attuned to a child's unique needs.

At Emerson School, we are committed to fostering a community where children thrive, where curiosity is cherished, and where the journey of education is one of endless possibilities. We believe that by honoring a child's uniqueness, we empower them to become lifelong learners, compassionate individuals, and capable problem solvers ready to take on the world with confidence and enthusiasm.



WHO DO WE SERVE

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

At Emerson, we empower our students to embrace their unique identity, value and celebrate the differences in others, and act with integrity.

By doing so, we prepare our students to excel academically and to be empathetic, responsible, and mindful citizens of the world.

At Emerson School, we believe diversity is a strength. Equity is our commitment, inclusion is our practice, and belonging is our culture.

EQUAL OPPORTUNITY SCHOOL

Emerson School does not discriminate against qualified applicants on the basis of race, color, national or ethnic origin (including English Language Learners), religion, creed, gender, gender identification or expression, body shape, mental or physical disability, sexual orientation, or any other basis prohibited by federal, state, or local law in admissions and scholarship programs, or in the administration of its educational, athletic, artistic, or other school programs.



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 student, 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 student 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, should 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 a student's parents or legal guardians are in disagreement with each other about their 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 current as well as the future needs and sustainability of the institution, with the goal of 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, typically 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.).

- 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.

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 strive to ensure that every member of our community is safe and is able to learn. These expectations, to which everyone at this School holds everyone else, 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.

Statement of Community Expectations

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 any device on the school 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. If the School becomes aware of behavior that unnecessarily or unreasonably limits safety or opportunities for learning, it will seek to respond in a way that recognizes and balances 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.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Sexual Harassment

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as "interpersonal misconduct"). Interpersonal misconduct is hurtful and will not be tolerated.

The following definitions apply to this policy:

Bullying means any repeated, ongoing and targeted written, verbal, or physical act, or any electronic communication, including, but not limited to, cyber-bullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following: substantially interfering with educational opportunities, benefits, or programs of one or more pupils; adversely affecting the ability of a pupil to participate in or benefit from the School's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress; having an actual and substantial detrimental effect on a pupil's physical or mental health; or causing substantial disruption in, or substantial interference with, the orderly operation of the School.

- Provided that it meets the definition above, bullying may include, but is not limited to the following:
 - » Teasing or making fun of someone
 - » Talking about hurting someone, particularly the use of threatening language
 - » 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
- Cyber-bullying means any repeated, ongoing and targeted bullying through the use of any form of electronic communications equipment.
- Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: creating an intimidating, hostile, or offensive environment; interfering unreasonably with a student's academic performance; or creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior. Harassment also includes sexual harassment (as defined below).
- Hazing means an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into,

affiliating with, participating in, holding office in, or maintaining membership in any organization. Hazing includes any of the following that is done for such a purpose:

- » Physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
 - » Physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, or calisthenics, that subjects the other person to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - » Activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the individual to an unreasonable risk of harm or that adversely affects the physical health or safety of the individual.
 - » Activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.
 - » Although Michigan state law covers the treatment and definition of hazing for middle school students and above, the School does not condone any form of hazing, whether consent is implied or given, or any other circumstances whatsoever, regardless of the grade level of the student.
- Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion, or penetration of another's sex organs, anus, or mouth.
 - Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.

Interpersonal misconduct is prohibited whether it takes 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.

The School also prohibits retaliation against individuals who report or cooperate in the investigation of negative behavior, including, but not limited to interpersonal misconduct. **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.

This policy applies to interpersonal conduct by all community members. Community members who have complaints of interpersonal misconduct, whether they or someone else is the target, should report them immediately to a school administrator, counselor, or another trusted adult. The School expects students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report. The School cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.



When a complaint is brought to the attention of the Head of School or the Head of School's designee, an assessment is made to determine the initial steps appropriate to protect the wellbeing of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate, to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Head of School or Head of School's designee will conduct an impartial, fact-finding investigation of the complaint and may consult with faculty, the School's healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

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.

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations: whether the allegation is substantiated; whether any disciplinary and/or other remedial action is appropriate; and/or whether any counseling or a referral to appropriate services should be offered to any of the individuals involved. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, probation, mandatory counseling, suspension, separation, dismissal, and/or any disciplinary action deemed appropriate by the School.

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of interpersonal misconduct or retaliation.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Michigan state law, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies.

Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and off campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.



Parental Involvement with Disciplinary Matters

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

Disclosure to Community

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication, or otherwise.

Disclosure to Next Schools

It is the School's policy to support students in reporting disciplinary consequences to next schools where they are required to do so. Emerson School may also communicate with any next schools, or any other educational institution, regarding the student's disciplinary record.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Michigan law, the School's employees (including but not limited to administrators, faculty, staff, and counselors) are considered mandated reporters and are thus required to make a report to Child Protective Services ("CPS") if they have reasonable cause to suspect abuse or neglect of a child under the age of 18.

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 can 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 6th, 7th, and 8th grade.

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 having fun together. We feel that this foundation is key to the climate and culture of the School.

The 6th-8th grade 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 6th, 7th and 8th grade, please refer to that section of this Handbook. 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.

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.

Expulsion is a serious consequence and 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.

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.



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 seeks to foster 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, both in general and based on these characteristics, 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 typically 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 using 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 wellbeing 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 appropriate 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 3rd Grade	8:30am–3:00pm
4th 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 office by 8:30am for 4th-8th grade and 8:45am for Y5- 3rd grade each day your child will be absent.



- 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 6th-8th grade, 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 typically posted on Google Calendar after 4:00 pm daily.
- If chronic absenteeism is determined to be a problem, a meeting may 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, he/she must bring a note from a parent/guardian. Lower School parents must sign their students out in the office, and Middle School students must sign out in the office and wait inside the building until a parent or guardian arrives to pick them 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 full day of school to be eligible to participate in afterschool activities including athletics, drama, band and orchestra assemblies and concerts, and social events.

Pre-Arranged Absences

If a student must miss school for reasons other than illness or a family emergency, families must:

- Notify the School at least a week before the scheduled absence.
- Families should fill out the “Out of School Form” located on the Emerson website. This information will be shared with the Receptionist, who will pass along the details of the pre-arranged absences to the appropriate faculty and staff members.
- Students in grades 4th-8th are required to arrange a plan with their teachers, using their planner, to make up for work missed due to a pre-arranged absence. Families can contact a student’s homeroom teacher or advisor for more information.

SCHOOL MEETINGS AND ASSEMBLIES

All-School assemblies are held frequently. Many of these are devoted to the opportunity to watch other members of our community perform. On occasion, we are also fortunate to be able to welcome visiting speakers and performers. Every student is expected to arrive at assembly promptly and to exemplify mature, supportive and appropriate audience behavior throughout the lecture or performance. Students who do not have classes before assembly are expected to arrive in time to attend assembly.

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 for the following reasons:

- 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. If students are unable



- Fever (ear/temporal temperature above 100.4 degrees F, armpit 99 degrees F or higher) within the past 24 hours or if a fever/fever symptoms (chills/sweating/body aches) were treated with medications in the past 24 hours.
- Diarrhea. The child should have no loose stools for 24 hours prior to returning to school. Exception: A healthcare provider has determined that the student experiencing diarrhea is not contagious. For example, diarrhea may occasionally be caused by antibiotics, new foods a child has eaten, or teething.
- Vomiting in the past 24 hours. Exception: A healthcare provider has determined that the student is not contagious.
- 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.
- Weeping sores on an exposed area that cannot be covered with waterproof dressing.
- Specific Communicable Diseases: Children diagnosed with certain communicable diseases may have to be excluded for a period of time. Children being treated with antibiotics can typically 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 any purpose 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 Student sustains an injury at School, the injured child should be sent to the School nurse. The School nurse will gather details about the injury from the student and/or other sources. If the injury is determined to be severe, an Accident Report is completed, at which time emergency contacts are notified.

Treatment is rendered based on need, and may include, for example, 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.

The School also seeks 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.
- If applicable, 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 it becomes aware that the student has experienced an allergic reaction at School.
- Contact family in the event that the school becomes aware that the child forgets or loses their lunch.
- Provide all employees with a list of students with life-threatening allergies.
- Include ESPO in the educational process 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 encouraged 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 that 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 a student with a life-threatening allergy will not be exposed accidentally to his/her allergens in the School environment, we will undertake reasonable efforts to minimize such risks. 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 and required immunizations. All students new to Emerson are required to share up-to-date immunization records with the School. We also require all 7th grade students to submit updated immunization records.

A student with a qualified religious, philosophical, and/or medical exemption must provide the School with the proper documentation pursuant to state law.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may exclude non-immunized students, including those with valid religious, philosophical or medical exemptions from School and all School-related activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized.

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.

Health Records and Forms

An Authorization To Treat And Share Health Information must be on file for every student. The School also requires proof of an annual physical examination from a licensed physician and proof of up-to-date immunizations for every student. Complete health forms must be on file before a student may attend school.

Families are asked to provide the School with information about the student's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information. Please refer to the "Confidentiality" policy in this Handbook for more information about how this information is used.



Communicable Illnesses

Parents/Guardians are expected to report to the School if their child has a communicable illness.

The School may exclude any student who: (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Mental Health

Disclosure of Relevant Information About the Student

It is in the best interest of students for the School to be fully aware of their medical and emotional health history so that appropriate support can be put in place while at school. Therefore, families are expected to disclose their child's complete social, disciplinary, medical, and academic history, including any psychological and educational evaluations, outpatient or inpatient treatments for emotional or psychological issues that may impact the school experience.

Counseling Services

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a School Counselor.

School Counselors are part of a team of faculty members and administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services. Parents and students should understand that the School does not provide therapeutic services and if a student presents as requiring specific mental-health services inconsistent with, or beyond the scope of, services the School is able to reasonably provide, the School may require the student to separate or withdraw from the School.

The School Counselors are also available to talk with parents on issues regarding their children and hold monthly parent discussion groups on various topics.



Other Counseling

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents/guardians wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult with the appropriate school counselor, who have the most up-to-date information, as well as can offer specific guidance on potential “good fits” for specific students. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

Medical Leave

A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the School Nurse, and the School Counselor; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School’s opinion, meets these needs, the School may decline to grant a medical leave request, and instead require the student to withdraw.

A student’s family may request a medical leave. The School requires that any request for a medical leave be accompanied by sufficient supporting documentation (as determined by the School) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student’s treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student’s medical condition limits the student’s ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student’s medical condition; and (d) an anticipated date for the student’s return.

Additionally, in certain situations, the School may require that the student be evaluated and subsequently placed on medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student’s attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include the student’s advisor, senior administrators, the School Nurse, the School Counselor, the parents, or the student, as deemed appropriate by the School. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and the further steps that the School may require if the situation does not improve.

The School may outline conditions and requirements for the student’s return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the

student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluations by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains at the discretion of the School.

Asthma Management

Our School Asthma Management Program will provide the following health services:

- Access to the school nurse
- Help for students with asthma in following their asthma action plans
- Asthma in-service training for all school staff
- Indoor Air Quality (IAQ) Tools for Schools to promote a healthy environment

Family responsibilities to support asthma management for your child at school:

- Obtain an asthma action plan (a statement of your child's treatment goals, medication and peak flow plan, and environmental risk reduction measures) from your physician. Please be sure guidelines are included for managing symptoms during special school or off-site events (recess, gym, outdoor play, field trips, parties, art class, etc.).
- Meet with the school nurse—before school entry and as needed—to explain your child's condition, medication, devices, and environmental triggers.
- Submit a Medication Administration Form for any medication that is administered in school. Students may carry their own medication if they have filled out the Medication Administration Form with the note that they are capable of self-carrying. This must be signed by their physician and uploaded to their Magnus account.
- Prepare your child. Discuss and rehearse the medication plan; discuss how to handle symptoms, triggers, food restrictions, and school policies.
- Keep the school staff up to date on any changes in your child's asthma action plan.
- Keep your physician up to date on school services and support for helping your child manage their asthma.

Health Emergencies

The School Nurse will attempt to contact parents/guardians regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, the School may decide to monitor the student in the health office, if stable, or call 911 if unstable or if staff has doubts of their ability to provide proper and safe care. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. Emergency situations arising on campus will generally be referred to University of Michigan Hospital.

Parents are expected to keep Emergency Forms up-to-date. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached. Parents will be notified of an illness or injury that may require follow-up medical care. All health forms will be kept electronically and can be accessed through Magnus, our electronic health record system.



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. Teachers will typically respond to email requests within one school day.

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 and may not be used for other personal or commercial uses.

Visitors

Parents are welcome at School any time. All adults must enter the building through the front doors between 8:30am and 3:00pm and follow the screening procedures outlined below:

- Before access will be granted, all visitors, including Parents/Guardians, must present their driver's license or state ID to the office so that it may be scanned through the Raptor system and an ID badge generated.
- Individuals without a form of identification will be asked to remain in the Main Lobby until a member of the senior administration can attend to the visitor. It shall be Emerson's practice to not grant building access to unknown and unidentified individuals.
- The Raptor produced badge must be worn while in the building and returned to the office upon departure.
- Once a driver's license or state ID has been scanned, the visitor will be in the system and a name badge will be provided. It shall remain the practice of Emerson to routinely scan the ID upon subsequent visits to the school.



- The Raptor system is linked to an online sex offender and criminal background clearance system. If a visitor is flagged by the system, the visitor will be instructed to remain in the entrance vestibule until a senior school administrator is summoned to assist. Any visitor flagged by Raptor will not be permitted to proceed into the building.

Phone Use

The phones in the offices and classrooms are for school use only. Teachers and office staff will make sensible exceptions if a student 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 during school hours or while engaged in other School-related activities.** Students who miss the bus will be sent to childcare and then assisted in calling home.

Messages

When parents need to contact their children at school, the office staff will attempt to deliver the message as promptly as possible. Middle School messages are typically taped to the student's locker. In case of serious emergencies, students can be pulled from classes to come to the phone. **Please do not call, text, email, or message your child during school hours.**

Messages received in the office after 2:00pm are often difficult to deliver before dismissal. Please try to get messages into the office earlier in the day.

EMERGENCY SCHOOL CLOSINGS

Inclement Weather

Emerson uses a service called Parent Alert to send 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 about whether 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 wellbeing 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 students off campus to a safe location near the School. These procedures, 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 classes.



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 default 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, typically 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 on-duty officers duly sworn to and in good standing with public law enforcement agencies.

EMERGENCY MANAGEMENT DRILLS

In the event of an emergency, the School will initiate its emergency response plans as outlined in the Emergency Operations Plan. Our Emergency Plans include partnering with local law enforcement whenever necessary.

The School regularly trains its faculty and staff on our emergency responses. Throughout the school year, the School also conducts a number of drills intended to simulate the School's response to certain scenarios. These include fire, severe weather, shelter-in-place, and active threat drills. These drills are in accordance with state-mandated requirements and timing.

Fire

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. No one should leave a designated “safe area” until the all clear has been issued.

Shelter-in-Place

A Shelter-in-Place order occurs when the outside environment is not safe to enter or the School needs to ensure safe passage through the hallways in the School. All students, staff, and visitors must immediately report inside and be prepared to stay inside and in a safe area (classroom, office, bathroom, etc.) 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 the bottom of the door and the 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. Any 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. Exceptions may be granted in the case of therapy or service dogs, as determined by the School and consistent with applicable law.

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, if approved by the classroom teacher in advance. 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.



RELIGIOUS AND CULTURAL OBSERVANCES

If a family celebrates a holiday for which a student will miss school for religious observance and worship, the family/student is asked to contact the teachers at least one week in advance to coordinate appropriate support for the student. As a general practice, teachers try to avoid scheduling major activities, assignments, or assessments on religious holidays. Long-term assignments (assignments scheduled before the day immediately preceding a holiday and due on a day other than the day immediately following a holiday) may be assigned.

EMAIL

The School provides students with an email account which should be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the School's Acceptable Use Policy when using their School-issued email account.

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 3:00 pm and 3:30 pm to contact parents. Cell phones used during school hours will be taken away and given to the appropriate Division Director. **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 appropriate Division Director. **Please do not call or text your child on his/her smart watch during school hours; or during before or after school programs.**

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 student 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 in the Main Office until retrieved by the student's parent or guardian.

SOCIAL MEDIA

The School understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, YouTube, Facebook, X (formerly known as Twitter), Instagram, SnapChat, Pinterest) (collectively referred to as "Social Media"). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students,



copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School's network. Students are expected to comply with the policies outlined in the School's Acceptable Use Policy regardless of whether they are using School-provided equipment or their own personal devices.

E-SAFETY POLICY

The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety Policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This e-Safety Policy is intended to work in concert with the School's other rules and policies, including those set forth in this Handbook. Students and parents are, therefore, expected to continue to comply with all School policies and standards of academic and social behavior as stated in this Handbook and elsewhere. This policy sets forth additional, modified, and/or clarified expectations for the School's online and remote learning environment.

- Dress Code: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the dress code policy as stated in this Handbook.
- Cyber-bullying and Online Conduct: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyber-bullying or other prohibited interpersonal conduct.
- Remote Environment: Students may not use virtual backgrounds while participating in online and remote learning environments unless authorized or directed by the teacher. Backgrounds and physical spaces captured in online and remote learning should not have vulgar or profane words or images. Backgrounds should be appropriate. For example, students should not be sitting in a bed, but should be set up at a desk or table.
- Chat Functions: Students are expected to use any chat functions in an appropriate and respectful manner.
- One-On-One Interactions: School faculty, advisors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social wellbeing of students and families.
- Recording: Online and remote learning sessions and communications should not be considered confidential and will not be recorded. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- Risk Management: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.



TEXTBOOKS

Information regarding textbooks will be distributed before school starts (from 6th-8th grade) and by individual teachers (Y5-5th grade). The School has made efforts to provide most of the textbooks necessary for classroom instruction; however, some may still need to be ordered ahead of time.

MEDIA USE

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook and Instagram), newsletters, and local newspapers.

While the School strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Parents are asked to contact the School if they would like to opt out of the use of Student Media Information.

GUIDELINES FOR TECHNOLOGY USAGE AT EMERSON

In keeping with our mission, Emerson values “learning first” when it comes to incorporating technology on campus.

Device use is acceptable only when it enhances curriculum, engages learners at all levels and extends learning opportunities. These tenets foster respect, responsibility and safety when it comes to integrating technology at school. These three principles guide the ways we integrate technology into learning and communication at Emerson.

We utilize technology in a manner that helps students develop the confidence and skills they need to become their best selves.

ENHANCE

- We use technology as a tool to enhance learning outcomes.
- We use innovative technology to differentiate instruction to meet the needs of learners at all levels.
- We thoughtfully integrate technology that helps students develop a more sophisticated understanding of the content.

ENGAGE

- We use technology to engage students in all aspects of the learning process.
- We are thoughtful in the ways we use technology to communicate.
- We use technology to motivate students in the learning process.

EXTEND

- We use technology to foster learning opportunities outside the traditional school day.
- We use technology to create interactive learning opportunities in a way that aligns with our curriculum.
- We use technology to help students build skills and develop proficiency in the ever-evolving technology that impacts our everyday lives.



The partnership, approach and emphasis on enhancing, engaging and extending teaching and learning through the integration of technology seeks to navigate the balance between the different roles technology plays in our lives, and ultimately seeks to positively impact the well-being of our students and the Emerson community.

Technology Program Mission

The mission of the Emerson School Technology Program is to enhance, engage and extend learning and teaching. Through increased access to information, communications, teacher training, collaboration, and dissemination of successful educational practices, methods, and resources, our approach to technology evolves with the changing landscape of educational technology and student learning.

It is important to know 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 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. Students will be granted access to Emerson's wireless network, and licensed applications and software.

A complete description of the rights and responsibilities of both the School and the student with regard to computer usage, including disciplinary action for violations, is contained in the Acceptable Use Policy for Technology.

Bring Your Own Device to School Program (BYOD) for 6th-8th grade

Emerson School expects 6th-8th grade 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.
- 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 may bring a combination lock for their locker as outlined in this Handbook. 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 this Handbook.
- Emerson School is not responsible for lost or stolen equipment.



A limited number of loaner devices are available for student use. Loaner devices can be checked out each day if a student's personal device is not functioning. Students must return loaner devices and plug them in at the end of each day. Devices not returned or damaged during use will become the responsibility of the family and charged for the cost of repair or replacement.

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 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 outside of the school day must receive written approval from the Director of Finance and Operations and adhere to all facility use system requests required by the school.

SURVEILLANCE CAMERAS ON CAMPUS

The School has installed video cameras at certain open and public spaces on campus, such as all official entrances to the School's campus, as well as at key campus crossroads. The School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the School's employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. In addition, all entrances to the School's campus are posted with signs notifying School community members and other visitors that there are video surveillance cameras actively in use on campus.

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.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's main office.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.



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.

BOARD OF TRUSTEES

Andi Buchi

Kevin Ferrell

François Gagnon

Muna Hamza

Nadia Hasan

Vic Khanna

Smiriti Mohan, *Secretary*

Sarah Okin

Matt Papadopoulos

Patty Petrowski, *Vice Chair*

Luke Rodehorst

Charles Scrase, *Chair*

Cindy Woo, *Treasurer*

EMERSON SCHOOL PARENT ORGANIZATION (ESPO)

COORDINATING COMMITTEE

Coordinator: Diane Cooper

Coordinating Committee Members: Carolyn Vaidya, Michelle Sheler, and Sheetal Amin

Pizza Lead: Matt Twetten

Grade Representative Lead: Brittney Papadopoulos

GRADE REPRESENTATIVES

Young Fives: Brittney Papadopoulos

Kindergarten: Michelle Sheler

1st Grade: Sarah Cleve

2nd Grade: Michelle Sheler

3rd Grade: Nick McAlister

4th Grade: Jessica Hoag, (co-rep TBD)

5th Grade: Cori Peng

6th-8th Grade: Holly Ross; Chris Weiland

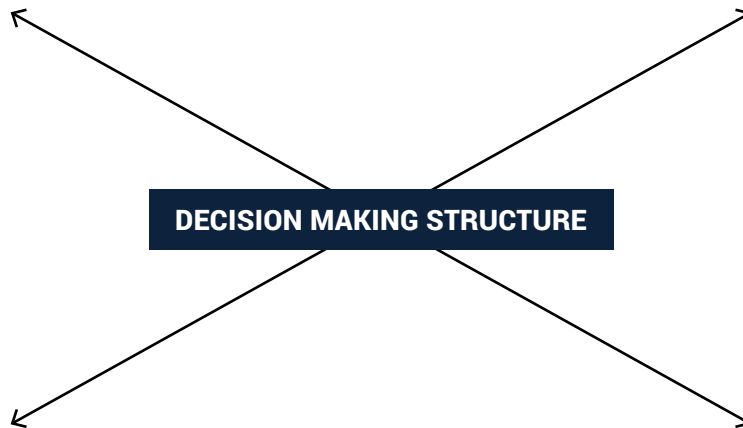
ISACS MODEL FOR DECISION MAKING

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.

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 Director of Finance and Operations is responsible for the financial and risk management of the School. The Controller processes payroll, prepares financial statements and oversees an annual audit. The Business Office Associate manages both student and vendor billing. Parents are encouraged to contact the Business Office Associate regarding specific billing concerns.

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 the Development Team are responsible for all fundraising programs and special events, including: the Annual Fund Campaign, annual Emerson Community Events, 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 community volunteers .

At Emerson, as at virtually all independent schools, 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 to and encourages 100% participation from its Board of Trustees, faculty, staff, and families. Gifts at any level are welcomed and appreciated.



Emerson has benefitted 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 various other projects.

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 www.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.

Other Fundraising Initiatives

Periodically, Emerson undertakes special, multi-year campaigns to fund major initiatives that fall outside the scope of annual budgets. In the past, 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. It is our goal to keep additional fundraising activities to a minimum. 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 Advancement Committee of the Board of Trustees and the Head of School.

Educational Community Rewards Programs

In addition to the Annual Fund, the annual events, you may choose to participate in the following community rewards programs that directly benefit Emerson School:

Arbor Farms

When you check out, tell the cashier that you are affiliated with Emerson School. The store will then donate a percentage of your total purchase amount to our School.

Busch's

Use your account at 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. Remember to re-enroll annually. Emerson earns a percentage of your purchases as it relates to the total spending of all participating Busch's Cash for Education organizations.



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.

From time to time, the Development Office will host community events. These events are for the sole purpose of building and strengthening our community as well as sharing funding projects being worked on by Emerson School. Our Annual Community Event(s) 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 donations, sponsorships, or advertising.

PARENT INVOLVEMENT

THE EMERSON SCHOOL PARENT ORGANIZATION (ESPO)

www.emerson-school.org/espo | 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. In addition to hosting 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 access to numerous cultural performances, resident artists, educational equipment, playground equipment, and library books.

ESPO 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. ESPO collects \$50 in annual dues, 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 may 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.



RAPTOR SAFETY AND SECURITY SYSTEM

The following guidelines are to be used with regards to the use of the Raptor Safety and Security System at the front entrance of Emerson School:

- All adults must enter the building through the Main Entrance between 8:30am and 3:15pm. At 3:15pm, all visitors must enter through the Aftercare Doors located near the Belonging Center/Library.
- Before access (beyond the front desk) will be granted, all visitors, including parents/guardians, must present their driver's license or state ID to the Receptionist at the front desk, so that it may be scanned through the Raptor system and an ID badge generated.
- Individuals without a form of identification will be asked to remain in the vestibule until a member of the senior administration can attend to the visitor. It shall be Emerson's practice to not grant building access beyond the front desk to unknown and unidentified individuals.
- The Raptor produced badge must be worn while in the building and returned to the office upon departure.
- Once a driver's license or state ID has been scanned, the visitor will be in the system and a name badge will be provided. It shall remain the practice of Emerson to routinely scan the ID upon subsequent visits to the school.
- The Raptor system is linked to an online sex offender and criminal background clearance system. If a visitor is flagged by the system, the visitor will be instructed to remain in the entrance vestibule until a senior school administrator is summoned to assist.

BACKGROUND CHECKS

With student safety as a priority at the School, the School conducts state and national criminal records checks on all current and prospective faculty and staff.

The School requires any volunteers who will work independently with students to undergo a state criminal background check. It is also School policy to require that volunteers with direct and unmonitored access to students undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation, and provides access to national criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed application forms must be returned to the Business Office at least two weeks in advance of volunteering.



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 typically 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.

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 and are subject to search and inspection.

- 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.
- A student should never open another student's locker.
- 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.
- If a Middle School student wishes, he/she can attach a combination lock to a locker, but must give the combination to the Assistant Head of School. Only combination locks are permitted.
- 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 office 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, and if you are willing to do so, 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 certain 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 student 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 any 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, drivers may not use 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 before reaching the front of the 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 Service 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 Childcare is available on most school days from 7:30am–8:15am. All students, regardless of grade level, arriving before 8:15am must report to the Morning Childcare Program. The School does not open until 7:30 am.

THE SCHOOL DAY

For students in grades 4-8, 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 bell will ring at 7:55am to indicate that students may head to lockers and prepare for the day. Students are expected to be ready for class by 8:15am, when the second bell sounds.

The day for our Young Fives through 3rd grade students begins at 8:30am and ends at 3:00pm. Each 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 year is organized into three trimesters.

In 4th-6th grade students have a series of core classes that include Language Arts, Social Studies, Math, and Science (QUEST). They also take World Language and Enrichment classes (Health, Visual Arts, Performing Arts), taught on a rotation schedule. Seventh and eighth grade students similarly have a series of core classes that include Language Arts, Social Studies, Math, and Science which they experience through a block schedule model, allowing for longer, more in-depth learning experience during the day. Seventh and eighth graders also continue with daily World Language instruction, and have Enrichment classes (Health, Visual Arts, Performing Arts) that rotate by trimester.

Fourth grade students have the opportunity to select a music course to explore during this year. In 5th-8th grade, students select a year-long Music Block to join (Band, Orchestra, AMP, Vocal Music). Sixth through eighth grade students also choose one elective from a variety of classes each trimester.

Each day begins and ends with time in students' homerooms or advisories.

LUNCH

Families are expected to arrange for lunch for their children each day. Families may always have their child bring a brown-bag lunch from home. Alternatively, lunch service is offered through an outside vendor - Hot Lunch - and delivered Monday through Friday, with a few exceptions. Parents may arrange to purchase all lunch meals (Monday through Friday) through the lunch service with the link provided by the School. Milk can be ordered for all lunches through Hot Lunch. 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 students' use.
- Do not leave perishable food in lockers overnight.

Hot Lunch Refund Policy

- As a general policy, refunds cannot be provided for absences due to the advance ordering of the menu, which is finalized ahead of time and cannot be modified after the ordering deadline.
- For field trips, parents are responsible for reviewing the calendar and ordering accordingly. Emerson School does not provide refunds for field trips that are on the calendar at the time of ordering.
- If a field trip was not listed on the calendar 30 days in advance and a meal was ordered, the meal can be refunded upon request.
- In the case of long-term illness or hospitalization, if a child experiences an illness that lasts for five or more consecutive days, Emerson School will refund all the days affected by the illness if communicated.
- If a school closure occurs due to weather or any other reason, Emerson School will refund the lunch without request.



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 typically 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 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, and is not covered by annual tuition payments. The program strives to provide 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, 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 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 childcare 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, cooking and baking, dance, podcasting, and much more. 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 childcare 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.

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 childcare 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 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 is instructed to 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.

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

All 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 their 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 includes 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’s 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 Department: 734-994-2330
- Emerson School Receptionist: 734-665-5662

CARPPOOL 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.



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.

CURRICULUM

This isn't a school for rote memorization. Students delve deep into subject matters on a quest for understanding because how children learn is as important as what they learn. Emerson's curriculum challenges and nurtures students intellectually, emotionally, physically, and artistically, preparing them to be successful in the next grade, and in life.

Joyful learning is the result. And though Emerson helps students understand that school is about much more than scores and grades, high achievement has proven to go hand-in-hand with an Emerson education.

Language Arts

Emerson students learn to express ideas clearly, state opinions persuasively, and discover the creative possibilities of words through our integrated Y5-8 language arts curriculum. Communication skills are developed through writing, reading, speaking, listening, spelling, and vocabulary.

Working from the concrete to the abstract, students explore, describe, compare, and explain humans and their environments. Classroom activities include research, discussions, and projects. Creative expression is encouraged through storytelling, role-playing, drawing, singing, and performing. Numerous resources include our extensive library, field trips, textbooks, course packs, magazines, primary sources, the Internet, guest speakers, plays, and films.

Specials

Students in grades Young 5s through 3rd attend a variety of enrichment classes on a regular schedule throughout the week. We call them "Specials" classes, and each is taught by a dedicated teacher with subject matter expertise and passion. These specials typically follow the schedule below.

- Library: Once a week for most grades.
- Physical education: Two times a week.
- Music: Twice a week.
- QUEST (Science & Technology): Three times a week.
- Spanish: Twice a week.
- Art: Once a week



Many of these specials continue into 4th-8th grade, and the complexity and vigor of these courses increases with the developmental stages of our students. Additionally, 4th-8th grade students add enrichment rotations to their experience, which include Health, Digital Wellness, and Performing Arts. Finally, 6th-8th grade students have the opportunity to select different electives each trimester, which provide an opportunity for mixed grade learners to come together around an area of passion.

Mathematics

Emerson's rigorous math curriculum teaches students to use mathematics to think, reason, and solve real-world problems. These skills build year-over-year as students develop competence and confidence in mathematical reasoning.

Strands linking each grade level include instruction in patterns, relationships and functions, geometry and measurement, data analysis and statistics, number sense and numeration, numerical and algebraic operation, analytical thinking, probability, and discrete mathematics. Manipulatives and math tools, such as calculators, computers, compasses, protractors, pattern blocks, and geoboards, are used to develop concepts.

As students progress through our mathematics program, we begin to offer more specific math courses including Pre-Algebra, Algebra, Geometry and Algebra 2. Faculty work hard to appropriately challenge and differentiate instruction for the varied learning styles of the students at Emerson. These offerings further challenge students and prepare them for the trajectory of high school courses available at future schools.

Schedule and Electives

Middle School student schedules are discipline-driven with five core classes in the morning, including language arts, social studies, science, math and world language. Students also take trimester long courses in the theatre arts, physical education, visual arts, and health. After lunch and recess, students have elective courses and time with their advisor.

Middle School students may choose up to six electives each year. Electives like band, orchestra, drama, show choir, drawing, and journalism are extensions of core classes and appeal to those who wish to develop further proficiency.

Other electives such as sewing, photography, academic games, outdoor education, and gardening, contribute to the well-rounded educational experience Emerson is known for.

Music

Emerson's music program is an opportunity for students to explore the vast array of vocal and instrumental music all around us. Every child will establish an understanding and appreciation of music, and students who develop a deeper love of music will find choruses, bands, and orchestras to dive into.

Music classes for Y5-3 students are fun and friendly settings to develop rhythm, voice, and enjoyment of music. By 4th grade there are ever-widening opportunities to learn and explore, to make a larger commitment and take a more personal approach. Going beyond Emerson's classrooms and numerous performance opportunities, many students perform in the Ann Arbor community, participate in state competitions, attend alumni concerts, and even form their own bands.



Students in 4th-8th grade will select one of the music courses to focus on - Band, Orchestra, AMP, or Vocal Music. These year-long classes promote teamwork, camaraderie, and musicianship. Multiple performances throughout the year give students the chance to showcase their growth and talents.

Physical Education

Starting physical activity at a young age establishes healthy habits that last a lifetime. That is why every Emerson student participates in comprehensive physical education at least two days each week.

Emerson's physical education curriculum impacts every student's health and wellbeing. From the physical benefits like coordination, speed, vision, responsiveness, to the character benefits of self-esteem, leadership, play, teamwork, socialization, and responsibility, our physical education program is an important part of a whole-child education.

- Team Sports: soccer, basketball, floor hockey, lacrosse, softball
- Individual sports: rock climbing, track, disc golf, dance
- Personal Health: circuit training, running, nutrition, first aid

Students in 5th-8th grade transition into our PE & Athletics block, which is an opportunity for them to practice and train with their teams during the school day. Competitions with other institutions happen after school. Students who choose to not join a team have the option of participating in physical education inspired activities including personal fitness work, dance, disc golf, rock climbing and other activities.

Science

Life science, earth science, and chemistry are the core components of Emerson's nine-year spiraling curriculum. From the youngest grades, Emerson students learn to collect and interpret data, make predictions, and pose hypotheses.

Emerson's science curriculum is designed to increase interest in science, develop skills through the use of the scientific method, and ensure a strong knowledge base. Classes are opportunities for students to learn by doing, to explore, and to discover new ways of looking at the world.

Service Learning

In addition to preparing students to be lifelong learners, Emerson teaches students to be good citizens of our community and our world. That's why our whole-child curriculum includes service learning and character development.

Social Studies

Our social studies curriculum establishes the foundations of critical thinking, inquiry, and historical analysis. Beginning in the lower elementary grades, students investigate neighborhoods, families, and communities, while interpreting the many roles individuals play in those areas. As students progress into the upper elementary grades, more individualized units begin to emerge. Extended inquiries into immigration, Michigan history, regional studies, the American Revolution, and the Civil War are made. These units continue to build upon the critical thinking, researching, writing, and geographical skills introduced in earlier grades. In the Middle School, students study ancient world civilizations, and American history, from pre-colonization to the present. Units of focus include geography, world religions, industrialization, immigration, economics, structures of power, and civil rights movements throughout history.



Team Sports

In addition to physical education being a core component of Emerson's whole-child curriculum, students have the opportunity to participate in a variety of team sports. Students compete against other independent schools, or as part of recreational leagues coordinated through Emerson School. The focus is always on having fun and developing sportsmanship, self-esteem, and responsibility.

- Cross country
- Soccer
- Field Hockey
- Flag Football
- Track & Field
- Basketball
- Pickleball
- Lacrosse
- Volleyball

Theatre Arts

All 4th-8th grade students at Emerson participate in a Theatre Arts rotation. This class develops confidence, creativity, speaking skills, physical and vocal capabilities, and improvisational skills.

In addition to the rotation class, the School offers drama electives including Bravo!, the school Play, and other performing arts related courses.

Visual Arts

At Emerson, art lines the hallways and fills the display cases. In the classrooms, art broadens the study of cultures, history, language, and science. Visual arts are explored in a sequenced Y-8 program of wide-ranging media. The annual Art Shows are an all-School celebration, and many students earn recognition from the Michigan Art Education Association. Additionally, 6th-8th grade students can enroll in any number of our visual arts electives offered each trimester.

World Languages

The World Languages Program increases students' understanding of people throughout the world, introduces language in practical, useful contexts, and builds a foundation for further study. Students learn through the immersion method, though grammar is also presented in English to ensure comprehension.

Language instruction, which includes listening, speaking, reading, and writing, is reinforced through in-class exercises and a variety of media. Students in Y5-3rd grade take Spanish during these formative years. The exposure to language learning is foundational to their ongoing world language development. In 4th grade, students learn about three other languages: Latin, Chinese, and French. This exploratory year prepares them to make a selection for their more formal world language learning in 5th through 8th grade.

Computers and Technology

At Emerson, students develop the skills and knowledge essential for participation in a global, technology-driven world. Our integrated curriculum teaches the selection and use of appropriate technology to assist in problem-solving, collaboration, information processing, communication, and creative expression.

Technology is integrated into core classroom activities across multiple disciplines and devices. Additionally, more specific technology instruction happens through Y5-5th grade in QUEST Technology classes, and in technology electives in 6th-8th grade. Through real world application of these emerging technologies, students gain valuable skills and insight into how these powerful tools can solve the problems of yesterday, today, and tomorrow.

HOMEWORK

Beginning in 3rd grade, teachers begin assigning a reasonable, gradually increasing amount of homework opportunities. 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 7th and 8th grade students average approximately 1 to 1 ½ 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 ASSESSMENT

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 student. 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 who have experienced a significant change 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 reasonable 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 and provided that offering an accommodation does not pose a direct threat to the health and/or safety of the student or others.

Requests for accommodations should be addressed to: Head of School, David Feldman at dfeldman@emerson-school.org or 734-665-5662.

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.



Accommodations 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 may 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 the 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

CONFIDENTIALITY

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators and faculty, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

STUDENT RECORDS AND TRANSCRIPTS

Students' records are kept on file at the School. Each student's record contains a transcript with grades, athletic involvement, commendations, test scores, formal academic, athletic and advisor comments, advisor letters, and letters involving any major discipline infractions.

SPECIAL EVENTS AND ACTIVITIES

Emerson faculty, staff, and ESPO volunteers strive to 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



ATHLETICS AND PHYSICAL EDUCATION

ELIGIBILITY

Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in athletics. No student will be allowed to participate until this form is on file.

SPORTSMANSHIP

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with one's actions on the court/field.

The School encourages parents and other family members to act in a sportsman-like manner. As such, the School hopes parents and other individuals associated with the student will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students, parents, teachers, coaches, and spectators are all expected to refrain from:

- Use of profanity or displays of anger that draw attention away from the game;
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;

PARENT-COACH COMMUNICATIONS

As with parent-teacher and parent-advisor relations, athletics promote the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches' information about:

- The coach's and program's philosophy;
- Individual and team expectations;
- Location and times of all practices and games;
- Team requirements (i.e., practices, equipment, off-season conditioning);
- Procedures regarding injuries during practices/games; and
- Discipline that may result in the denial of participation.

Parents are expected to:

- Express concerns directly to the coach;
- Notify coaches well in advance of any schedule conflicts;
- Support the program; and
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:

- Students' psychological or physical treatment;
- Ways to help students develop and improve;
- Questions about the coach's philosophy; and
- Concerns regarding students' behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students;
- Team strategies or play calls; and
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should call to set up an appointment with the coach. If the coach cannot be reached, a parent should call the Athletic Director, who will help to set up a meeting with the coach. Parents should not confront a coach before, after, or during a practice or game. If, after meeting with a coach, a parent still has concerns, the parent should call and set up an appointment with the Athletic Director to discuss the situation.

INTERSCHOLASTIC ATHLETIC PROGRAMS

Students in the Middle School have the opportunity to participate in interscholastic sports. By participating in sports, students develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire athletes to pursue personal excellence. Through goal setting, teamwork, succeeding and failing, athletes may learn more about themselves as well as others, and often apply the lessons learned on the field or court to other areas of their lives.

Students are expected to attend every practice. If a student needs to be excused from practice, he/she must speak to the coach ahead of time.



HEAD INJURY/CONCUSSION POLICY

A “concussion” is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Most individuals who experience a concussion can recover completely as long as they do not return to play or return to learn prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If the individual sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

As such, the guidelines outlined below should be followed to ensure that student-athletes are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity.

Concussion Awareness

Concussions and other brain injuries can be serious and potentially life threatening. If managed properly, most athletes can enjoy long careers in sports after a concussion. If not managed properly, research indicates that these injuries can also have serious consequences later in life.

A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed student-athlete may not be aware of the athlete’s condition or may be trying to hide the injury to stay in the game or practice.

Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Student-athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head.

Signs and Symptoms

When a student-athlete sustains a concussion, the student-athlete may report one or more of the following symptoms: headache or “pressure” in their head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn’t “feel right;” sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

When a student-athlete sustains a concussion, one or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to incident; cannot recall events after incident; answers questions slowly; confused about what to do—assignments, position, etc.; forgets an instruction; and/or shows mood, behavior, or personality changes.

The School recommends that a student-athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- Loss of consciousness;
- Vomiting;
- Confusion;
- Convulsions or seizures;
- One pupil is larger than the other;

- Difficulty recognizing people or places;
- Extreme drowsiness or cannot be awakened;
- Any weakness or numbness; and
- Headache worsens or does not go away after 24 hours.

Management Procedures

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the student-athlete is expected to be promptly removed from class, practice or competition and evaluated by the School Nurse and/or the student-athlete's healthcare provider. At away events, when there is no qualified medical professional available, the coaching staff will typically abide by, "When in doubt, sit them out," as recommended by the Centers for Disease Control. If any danger signs are exhibited as described above, the School will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

Post-Concussion – Return To Play

The student-athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school).
- Have written clearance from the appropriate health care provider.
- Once the above criteria are met, the student-athlete will be progressed back to full activity following a stepwise process.

MEDICAL AND OTHER EXCUSES

Any student who is to be excused from physical education must bring in a medical excuse signed by a doctor and present it to the School Nurse. For the first day of an excused absence from physical education, a parent note is acceptable. For excused absences from physical education for more than one day, a doctor's note is necessary.

ENROLLMENT AND FINANCIAL INFORMATION

ENROLLMENT CONTRACTS

Families sign a perpetual enrollment contract at the time of the student's initial enrollment at the School. The School will provide information regarding the due date and amount of the deposit in an Annual Addendum, unless the Student graduates or withdraws from the School, chooses not to re-enroll in the School, is not invited to re-enroll in the School, or is dismissed by the School.

Students may not attend classes unless a properly executed enrollment contract, and the appropriate addendum is submitted to the School in a timely manner. Enrollment for subsequent years will only be offered if all financial obligations are current and the School is generally satisfied with the student's academic performance and behavior.



Unless Tuition Refund Insurance is purchased and the insurance covers the tuition, once an enrollment contract has been signed and accepted by the School, parents are responsible for the full tuition for the academic year, regardless of the reason for withdrawal.

TUITION ASSISTANCE

Our School community is committed to helping families effectively meet the cost of the School education to the extent that the School's resources permit. Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition are eligible to apply for financial assistance. To apply for financial assistance or get additional information about financial aid, parents can visit www.emerson-school.org/prospective-families/tuition-and-financial-aid/.

TUITION BILLING SCHEDULE

Tuition is paid through FACTS due in full by July 15, or may be paid in either two or ten installments as follows:

- FACTS will bill the tuition balance (minus the deposit) in two (2) monthly installments, (June 15, and October 15 of the applicable school year). The \$20.00 annual installment fee will be added to the student account. If tuition is not paid in full by October 15 of the applicable school year, then this payment plan shall become the 10 Month Payment Plan
- FACTS will bill the tuition balance (minus the deposit) in ten (10) monthly installments, beginning May 15 preceding the upcoming school year and ending on February 15 of the applicable school year. The \$50.00 annual installment fee will be added to the student account.

BILLING

No student will be permitted to begin school in September unless the tuition has been paid in full or a family is participating in one of the payment plans and is current with payment. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and payments must be received on a regular basis.

If an account is more than 60 days' overdue, it will be brought to the attention of the Head of School and the Director of Finance and Operations. The School will review the case, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to School the following trimester or for the remainder of the school year. No student is permitted to re-enroll if there is an outstanding account balance from the previous school year. Furthermore, the School will not release any student records, to the extent permissible by law, and may litigate for monies due.

TUITION REFUND PLAN

The Tuition Refund Plan offers enrolled families an insurance policy for recovering tuition in the event of certain absences, withdrawals, or dismissals. Insurance information and an application are included in the Tuition Insurance, and Payment Plan Addendum. The plan is optional, but families participating in the installment payment plans are encouraged to participate.

SIBLING ENROLLMENT AND EARLY DECISION PROCESS

Qualified children of faculty/staff and qualified sibling candidates may be given admission priority, but the School may give highest priority to motivated students demonstrating solid academic achievement or promise, and to those whose values and citizenship reflect their capacity to make a meaningful contribution to the School community. These applicants are expected to meet the same criteria as other students in terms of both readiness and behavior. To maintain balance at each grade level, the gender of the sibling may affect preference status.

Current families who are interested in applying for a sibling are urged to contact the Admissions Office in September. Enrollment decisions, regardless of a family's prior or current relationship with the School, rest solely with the School.

RE-ENROLLMENT

The Head of School reviews the academic and behavioral records of students at the end of each school year. A decision to re-enroll a student and to subsequently forward a contract addendum to the parents is based upon a student's academic record, effort, attitude, and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made, or are not extended at all, if the School determines that such a recommendation is in the best interest of the student and/or the School community. The Head of School makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

FAMILY LEAVE

Families who take a leave of absence from the School of a year or more are generally expected to apply to the School for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student's grade level. Strength of the applicant's file is important, including a strong finish to the student's last year at the School, as well as a strong record of academic performance and citizenship while the student is away. Ultimately, the School cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the School's high enrollment, there is never a guarantee of readmission for the following year. Enrollment decisions, regardless of a family's prior or current relationship with the School, always rest exclusively with the School.

LEAVE OF ABSENCE

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Head of School. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School.



The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence may be appropriate pending the outcome of an investigation involving student misconduct. However, a leave of absence will not be used in lieu of disciplinary action to address violations of the School's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

SUMMER AT EMERSON

Summer at Emerson typically offers several 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 typically run from 9:00am – 12:00pm, and afternoon camps run from 1:00pm – 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 8:00am – 9:00am and 4:00pm – 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.

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

- The School network and Internet access are provided for School-related purposes to staff, students, and parents who agree to act in a considerate and responsible manner. Access to technology resources, like other Emerson School resources, entails responsibility.
- Users are responsible for appropriate behavior on the network and Internet just as they are in a classroom or hallway. 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 computer and network equipment with care, just as they would all Emerson School property.
- Emerson School strives to create an environment in which personal privacy is respected. Network storage should be treated like school lockers or school desks. Users are expected to respect the privacy of others, and refrain from unauthorized intrusions into other students' files. At the same time, users should not assume that what they store on the network will remain private under all circumstances. Administrators and faculty may review files and communications in their discretion for any reason, including to evaluate work, to remove inappropriate files as necessary, to maintain system integrity and to ensure that users are using the system responsibly.
- Emerson is committed to maintaining an environment that protects personal privacy. Emerson School will not require that users reveal any personal information over the Internet. In general, School-sponsored activities and groups will seek to avoid the use of sites that require the submission of personal information, and staff will monitor users in an effort to help prevent the inadvertent release of accurate personal information to such sites.
- Emerson School is committed to freedom of speech and access to information, provided that such information meets the educational mission and the curricular goals of the School. Freedom of speech and access to information will be honored within the guidelines set forth by School policies. For example, students will not be permitted to engage in activities that constitute harassment in violation of 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 student's work is published on the Internet and affiliated with Emerson School, 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 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.
- Each user is responsible for all material in his/her network account and accepts responsibility for preventing pornographic or obscene material (or other material that is similarly inappropriate in a school environment, e.g., content that promotes hate or violence) from entering the School via the Internet or other sources.
- Users are responsible for using their network account space only for school-related purposes. Files including, but not limited to, MP3 files, other music files, image files, video files, game programs, etc. shall not be kept on network accounts unless part of a class project assigned and approved by a teacher. Inappropriate files will be deleted.
- Users are not permitted to install any software on School computers.
- 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 emails, nor send an email under a forged name.
- Users may not use inappropriate language or share images.
- 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 at 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.
- Students shall not be “friends” with, or otherwise directly connect to via online networks and services, with any School employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify the Head of School, Assistant Head of School, Lower School Director or your child’s homeroom teacher/advisor.
- 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.

Middle School Bring Your Own Device Program

As part of the Middle School Bring Your Own Device (BYOD) Program, students are expected to bring in a laptop, tablet, or similar personal computing device for use in and out of class. Student’s devices should be fully charged and ready to be used every day.

Non-School Computers and Personal Technology Devices

Use of computers, laptop/chromebook computers, and any other portable computing devices or accessories such as iPads, iPhones, iPods, smartphones, digital cameras, flash drives and other storage devices not owned by Emerson School and brought into the School by students, parents, visitors, or staff shall fall under the terms of this Acceptable Use Policy and the following guidelines and conditions:

- Devices such as laptops, chromebooks, or tablets 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, iPods, gaming devices and video players is not allowed, unless specifically authorized by a faculty member.
- Connectivity to the School network and resources, such as network storage, 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: installation of functioning anti-virus software with current virus pattern files; 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 may require the users of any such computers to sign an additional Acceptable Use Agreement and/or agree to additional terms and conditions before permitting connection to the School network or resources.

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