

ReGeneration Schools

CICS Avalon | CICS Basil | CICS Washington Park



CICS AVALON Student & Family Handbook 2025-2026

Table of Contents

SCHOOL MISSION 4 SCHOOL PROFILE 5

ORGANIZATIONAL STRUCTURE 5 CHICAGO INTERNATIONAL CHARTER SCHOOL 5 ADMISSION POLICY 5 COMMUNICATING WITH THE SCHOOL 6 VISITOR POLICY 6 SCHOOL LEADERSHIP & LOCATIONS 6 Building Hours 7

SCHOOL CULTURE 8

CHARACTER BUILDING: OUR VIRTUES 8 ACADEMICS & LEARNING 9

ACADEMIC POLICIES & PROCEDURES 10

STAR AND SLANT SYSTEMS 10 DAILY SCHOOL SCHEDULE 10 LIFE'S WORK/HOMEWORK 11 REPORT CARDS 11 PROMOTION TO THE NEXT GRADE 11 ATTENDANCE 11 PUNCTUALITY & TARDINESS 13 EARLY DISMISSAL 13

DISCIPLINE 14

DISCIPLINARY PROCEDURES 14

DRESS CODE - UNIFORMS 16

BACKPACKS/PURSES 18 EXTRA CLOTHING: 18

FAMILY INVOLVEMENT POLICY 18

HOME-SCHOOL COMMUNICATION 19 PARENT/FAMILY CONCERNS 19

SCHOOL DAY POLICIES & PROCEDURES 21

ARRIVAL & EARLY MORNING PROCEDURES 21 STUDENT MEALS 21 HEALTHY EATING STANDARDS 22 DISMISSAL & AFTER SCHOOL PROGRAMS 23 SCHOOL CALENDAR & CLOSINGS 23

SAFETY & SECURITY POLICIES & PROCEDURES 23

CLOSED CAMPUS 23 IN CASE OF EMERGENCY 23 EMERGENCY DRILLS 24 MANDATED REPORTING 24 HEALTH & MEDICAL POLICIES 24 SMOKE FREE ILLINOIS 25 TRANSPORTATION SAFETY/RIDE SHARING 25

OTHER INFORMATION & POLICIES 26

STUDENT BELONGINGS 26 ELECTRONIC DEVICES AND PHONES 26 LOST AND FOUND 27 SCHOOL SUPPLIES 27 BIRTHDAY CELEBRATIONS 27 FIELD TRIPS 27 ANIMALS ON SCHOOL PROPERTY 28 ACCOMMODATING INDIVIDUALS WITH DISABILITIES 28 PARENT BEHAVIOR 28 STUDENT RECORDS 28 ENGLISH LEARNERS 29 STUDENTS WITH DISABILITIES 29 STUDENTS IN TRANSITIONAL LIVING SITUATIONS/HOMELESS CHILDREN 29 NOTICE TO PARENTS OF RIGHT TO REQUEST TEACHERS' QUALIFICATIONS 30 SCHOOL VISITATION RIGHTS 30 OFFENDER COMMUNITY NOTIFICATION LAWS 30 ACCESS TO SOCIAL NETWORKING 30 EQUAL EDUCATIONAL OPPORTUNITIES 31 HARASSMENT PROHIBITED 31 GRIEVANCE PROCEDURE 31 SURVEYS 32 SELLING OR MARKETING STUDENT PERSONAL INFORMATION 32 INSTRUCTIONAL MATERIAL 32 OTHER RULES 32

APPENDIX A: GENERAL SCHOOL INFORMATION

NONDISCRIMINATION POLICY 37 CICS BOARD MEETINGS 37

APPENDIX B: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS 38

APPENDIX C: TITLE I PARENT INVOLVEMENT POLICY 39

Appendix D: Title I COVID 19 Policies.....40

CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE 44

GROUP 1 50 GROUP 2 51 GROUP 3 51 GROUP 4 52 GROUP 5 55 GROUP 6 57

CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS) ANTI-BULLYING POLICY 59

SUSPENSION AND EXPULSION 60 PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH
DISABILITIES/IMPAIRMENTS 61 ACCEPTABLE USE OF TECHNOLOGY 70 COMPACT FOR ACHIEVEMENT 77

2025-2026 STATEMENT OF UNDERSTANDING 79

Please note that additions and changes to school policies and this Handbook may be added during the year through correspondence with students and/or families.

School Mission

ReGeneration Schools is a nonprofit, public charter school management organization that manages six schools on three campuses of Chicago International Charter School: CICS Avalon, CICS Avalon, and CICS Washington Park.

But ReGeneration is more than a school. ReGeneration is a mission. **Our mission is to take any student chosen in our random lottery and prepare him or her with the academic excellence and character to go on to college and lead a successful, happy life.** We fulfill this mission by focusing on the needs of our students, by building a real community that shares core values, and by using every minute of the day to help our students achieve academically and personally.

ReGeneration expects more from its students, more from its parents, more from its teachers, and more from its leaders. Only by expecting more can we achieve more. Our high expectations require us to push our children to reach higher, work harder, and learn more than they have been asked to before. This pushing requires us to be both tough and loving. We must show our students the love and respect we have for them while holding them to our higher standard for work and behavior.

One of the greatest motivators is success. **We need to help our children feel legitimately successful, not by giving false praise to bolster so-called self-esteem, but from gratification obtained from real learning and real work.** In order for our students to be successful and make it to college, we must be tenacious with them. We cannot lower our high expectations or feel we have done enough if any of our students are failing. So we do whatever we would for our own children – we push, coax, and demand our students to ensure they succeed.

Good teaching is the answer. Teaching that is engaging, rigorous and exciting will make **the difference:** teaching that is focused on mastering important standards; teaching that is focused on what students actually learn, not just on what we teach; teaching that gets kids working, involved, and having fun. Real learning yields real results on tests. Remember that teachers are the soul of the school. It is the teachers who change lives, the teachers who get results.

However, we must be real about the challenges that we face. The challenges in Chicago can breed anger, despair, and hopelessness. The gains we make can be torn down by the forces of negativity. **We must work every day to get our children to believe in the vision of hope that we have for them.** We must be strong, relentless, tenacious, and loving with an almost religious zeal. Nothing should stop us in helping our children—not poverty, not racism, not the state bureaucracy, not even a budget crisis. Nothing should keep us from teaching well. We can make no excuses. We have the power to make a difference.

We touch lives daily. We are teachers.

School Profile

Organizational Structure

The Chicago Public Schools authorizes Chicago International Charter School (CICS) to operate public charter schools, which are open to all students living in the City of Chicago. CICS Avalon, Avalon, and Washington Park campuses are managed by ReGeneration Schools. Questions or concerns should be addressed on campus. If resolution is not met after communicating with the campus, community members should contact ReGeneration Schools.

Chicago International Charter School

Chicago International Charter School (CICS) was founded on the belief that every child has the right to a high quality education. CICS's vibrant network of diverse Chicago charter schools enables students to thrive every day, puts them on a path to success in college and life, and empowers entrepreneurial educators to pursue excellence through innovation. Incorporated as an independent 501(c) (3) non-profit in 1997, the Chicago International Charter School (CICS) became one of the first six charters to be approved by the Chicago Board of Education. Rather than creating its own educational model, CICS partners with School Management Organizations (SMOs) to run the day-to-day operations at its campuses. Within CICS's 15 campuses CICS serves 9,222 scholars from kindergarten through high school in the city of Chicago. CICS has a student population composed of 93% ethnic minorities. Of the CICS population, 65% are African American, 26% are Hispanic, and 7% are Caucasian, with 85% coming from low income households.

Admission Policy

The Campuses of ReGeneration Schools admit students without regard to race, color, nationality, religion, sex, sexual orientation, disability, status of being homeless, immigration status, and actual or potential marital status or parental status, including pregnancy to all the rights and privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, nationality, religion, sex, sexual orientation, disability, status of being homeless, immigration status, and actual or potential marital status or parental status, including pregnancy in administration of its educational policies, admission policies, services, scholarships, athletics, and other school-administered programs.

Unlike most other public schools, a charter school is populated by students who have freely chosen to attend that school. Students who choose to accept the academic program of a charter school assume also the obligations imposed by the policies of the school.

Communicating with the School

Expect a return on all communication (email, phone, in person request) within 1 school day unless otherwise notified. CICS Avalon, Avalon, and Washington Park recognize the importance of open and informative communication with students, staff, parents, and community members. Good communication between home and school is a key to maximizing each student's school experience.

All issues should be directed first to the teacher via email or phone. If the issue persists or the outcome is unsatisfactory follow the following communication protocol.

- Discipline Issues: Teacher Dean Director of Operations Principal ReGeneration Schools
- Academic Issues: Teacher Director of Operations Principal ReGeneration Schools
- Afterschool Activities Issues: Afterschool Activity Advisor/ Teacher /Dean /Director of Operations /Principal /ReGeneration Schools

Visitor Policy

Campuses have an open door policy and welcome parents who wish to visit their students' classrooms (after the first two full weeks of school). Parents who wish to observe should report to the main office and complete a Parent Observation Agreement. The Principal or Dean of Students will then escort the parent to the student's classroom. Parents who fail to follow the terms listed in the Parent Observation Agreement will lose the privilege to observe in their student's classroom.

School Leadership & Locations

CICS Avalon Campus	
1501 E. 83rd Place Chicago, IL 60617 Phone: (773) 721-0858	K-4 Principal: 5-8 Principal: Darryl Patteson Director of Operations: Shameka Williams
CICS Basil Campus	
1816 W. Garfield Blvd Chicago, IL 60609 Phone: (773) 778-9455	K-4 Principal: James Johnstone 5-8 Principal: Martine Louisma Director of Operations: Emily Hoelting
CICS Washington Park Campus	
110 E. 61st St. Chicago, IL 60637 Phone: (773) 324-3300	K-4 Principal: Athena Giddens 5-8 Principal: Ashley Terrell Director of Operations: Warren Robinson

Building Hours

All ReGeneration Schools abide by pre-set building hours. Doors at the CICS Avalon Campus will open at 7:15 a.m. and the building will close to all faculty, students and visitors at 6:00 p.m. unless an otherwise scheduled event is occurring.

School Culture

Character Building: Our Virtues

ReGeneration Schools is characterized by a culture that is orderly, supportive and focused on academic work. The ethos of the community should be mutual care and respect. Discipline and order exist in a school when students are known and cared for by all of the faculty and staff and when their life within the school is meaningful to them. Given the sense of community within the school and the active engagement of students in their learning, there will be less opportunity for disruption and problems. The administrators and teachers strive to ensure that rules are fairly and consistently enforced.

Six virtues – perseverance, respect, responsibility, compassion, diligence, and integrity – are at the heart of ReGeneration Schools' community and represent the cornerstones of the school's Code of Conduct. It is expected that all students will live by these values. We ensure that students create good habits of behavior by sweating the small stuff.

Respect

1. We treat each person as valuable, worthy of greatness and goodness.
2. We accept all individuals for who they are.
3. We show our respect at all times for each other, for property, for differences, and for opinions different from our own.
4. We are honest with each other.

Integrity

1. We tell the truth, even when it is difficult.
2. We do what is right, even when nobody's watching.

Diligence

1. We come to school and to every class on time, every single day.
2. We are prepared for class, every single day.
3. We stay on task in class, every single day.
4. We complete all homework to the highest standard, every single night.

Responsibility

1. We believe we are the masters of our own destiny and that we have the power to control our lives and shape our future.
2. We are committed to the highest level of achievement: academic, social, and personal. We recognize our strengths and try to improve on our weaknesses.
3. We participate fully in everything we do. We do not do things halfway.

Compassion

1. We take care of each other.
2. We help each other. We notice when someone needs help and we lend a hand.
3. We do not hurt each other physically or emotionally.

4. We work to improve our community and our world.

Perseverance

1. We show courage in the face of adversity.
2. We speak loud and proud.
3. We work hard. When we hit a challenge, we don't give up – we work harder!

Academics & Learning

ReGeneration Schools is committed to nurturing the growth and development of students while maintaining a rigorous academic program that prepares them to graduate from a four-year college. To achieve this goal, ReGeneration Schools operate on a longer school day and a longer school year.

This is the most fundamental aspect of the school. ReGeneration's mission is to help students meet elevated standards through high expectations in an academic program that will prepare students for college. Therefore, students are expected:

- ✓ TO BE ON TIME to school and to each of their classes and activities every day; ✓ TO WORK HARD in their studies;
- ✓ TO BE PREPARED for class;
- ✓ TO BE ON TASK in class;
- ✓ TO PARTICIPATE in all activities; and
- ✓ TO COMPLETE HOMEWORK assignments, which will be given each night, as well as all assigned school projects.

Challenging Curriculum

ReGeneration Schools' curricula are aligned to the Illinois Common Core Curriculum Standards, ReGeneration Standards, ReGeneration Assessments, and the required state/local tests. In all of these ways, we are getting your child ready to succeed in a college-preparatory environment.

Top-Notch, Caring Teachers and Staff

ReGeneration Schools Kindergarten and 1st grade classes have two teachers in every classroom. This ensures that we can have small group instruction and give one-on-one help to all students.

All teachers design exciting, innovative, and challenging lessons in the classroom. ReGeneration's teachers know that students learn material much better when they see how it might apply to their lives; therefore their lessons are relevant to the students' lives. They also foster a climate of success through a positive disposition, well-maintained and decorated classrooms, honest feedback, positive reinforcement, recognition of success, and strong classroom management skills.

ReGeneration teachers are trained to move at a fast pace so that every minute of class time is utilized for instruction. Teachers ask many critical thinking questions throughout the course of a day as well as pack each class with a number of activities designed to keep students motivated and on task.

Academic Policies & Procedures

STAR and SLANT Systems

To help students learn professional habits, ReGeneration Schools has instituted the STARS behavior code for elementary students and the SLANT behavior code for middle school students.

- S – Stand/Sit Up Straight.
 - T – Track the Speaker with Your Eyes.
 - A – Always do your work and be on task.
 - R – Respect at all times.
-
- S – Smile! Show the world your inner beauty and greatness.
 - S – Stand/Sit Up Straight.
 - L – Listen.
 - A – Ask and Answer Questions.
 - N – Nod.
 - T – Track the Speaker with Your Eyes.

Daily School Schedule

CICS Avalon operates from 7:15AM until 3:30 PM, Monday through Thursday. School is dismissed at 1:50 PM on Fridays so that teachers have time to meet, plan, and receive training. This weekly staff development time is incredibly important and helps us to improve our skills as teachers and the school program as a whole.

Students are required to arrive at school on time (by 7:45 AM at the latest) and to remain in school until dismissal at 3:30 PM (1:45 PM on Fridays). It is very important that you send the strong message to your child that school is extremely important. The school attendance habits that are instilled in our students at an early age can lead to a lifetime of educational and professional success.

A typical school day offers:

- Morning Meeting
- 1 period of Math
- 2 periods of Literacy
- 1 period of Social Studies or Science



- 1 hour of Enrichment (music, art, dance, computers, soccer, drama, chess) or teacher tutoring
- Homework EVERY night

Life's Work/Homework

Life's Work (homework) is an essential part of the ReGeneration Schools educational program. It is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits.

Life's Work will be assigned EVERY night at ReGeneration Schools. This includes 20 minutes of required reading every night (including weekends and holidays), for which a parent/guardian signature is required on the homework log. It is essential that parents show interest in their child's Life's Work and monitor progress each night.

There are high standards for homework. All homework must be neat, clean, and thorough. Homework folders are turned in to teachers each morning as soon as students arrive at school. Elementary students require Homework Logs to be filled out properly with parent/guardian signatures. If the homework is late, missing, incomplete, of poor quality, or if the log is not completed properly, then the student may face in-school consequences. We expect and need family support to make sure all the homework gets done according to TOP QUALITY standards.

Report Cards

Report cards are distributed three times during the academic year. At the end of Trimesters 1 and 2, Avalon will hold "Report Card Conferences" when parents and/or guardians must attend a 10 minute conference with their child's teacher to discuss their progress. It is mandatory that parents and/or guardians attend their scholar's report card conference. The Trimester 3 Report Card will be sent home with students on the last day of school.

Promotion to the Next Grade

ReGeneration Schools have rigorous standards for promotion. It is not automatically assumed that students will pass from one grade to the next; the student must earn promotion by demonstrating mastery of the essential knowledge and skills of their respective grade.

Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a student's grades, standardized test scores, attendance, homework completion record, and other measures. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions. Students who receive special education services will follow the promotional criteria reflected in their IEP.

Lastly, a student may be retained if he or she misses more than 10 days in a school year, has significant behavior problems that result in a lot of missed instruction time, or if the student has persistent trouble completing homework assignments.

Attendance

To succeed at ReGeneration, students must be present. So much learning goes on each day that cannot be sent home and made up. Students who miss excessive amounts of school do not perform as well as those who attend every day.

Therefore, students are to come to school unless they have valid cause to be absent. Valid cause includes illness, observance of a religious holiday, death or other emergency in the immediate family, and circumstances which cause reasonable concern to the parent/guardian for the health or safety of the student. Students must not stay home to babysit their siblings. Students may be required to provide written documentation from a physician regarding a reported illness. In addition, every effort should be made to schedule routine dentist and doctor's appointments outside of school hours.

If a child is to be out, the parent must call the school before 9:00 am and explain the reason for the absence.

- No Absences in a Trimester: The student and family are congratulated and recognized for their exceptional diligence and commitment to education.
- Three Absences in a Trimester: If a student is absent, with or without a valid excuse, three times in a Trimester, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the Dean of Students or the Principal. At the meeting, the problem will be discussed and an attendance plan will be developed. If the absences are invalid or unexcused, the student may be considered chronically truant.
- Six Absences in a Year: If a student is absent, with or without a valid excuse, six times in a year, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the Dean of Students or the Principal. At the meeting, the problem will be discussed and an attendance plan will be developed. If the absences are invalid or unexcused, the student may be considered chronically truant.
- Nine Absences in a Year: If a student is absent, with or without a valid excuse, nine times in a year, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Dean of Students or the Principal. The attendance plan will be reviewed and updated. If the absences are invalid or unexcused, the student may be considered chronically truant.
- Ten or More Absences in a Year: If a student is absent, with or without a valid excuse, ten or more times in a year, the student may not be promoted to the next grade (including excused and/or unexcused). If the absences are invalid or unexcused, the student may be considered chronically truant.

Truancy

A student will be considered chronically or habitually truant when he or she is absent without a valid cause for 5% or more of the regular school year or three (3) actual school days. When a student is absent without a valid excuse being provided, the school will make a reasonable effort to contact the parent/guardian at the start of the school day. If no valid excuse for the absence is given, the absence will be considered invalid.

Multiple invalid absences from school may also result in the consequences set forth above. If attempts by the school are unsuccessful in resolving a truancy problem, or if the parent/guardian is unable or unwilling to assist in resolving the issue, the regional truancy office will be contacted and may take legal action to enforce the compulsory attendance laws.

No punitive action shall be taken against a chronic truant student unless available supportive services have been provided.

Attendance – Extended Year

ReGeneration runs from late August through the end of June. Attendance from August through June is a required part of the instructional program. It is not optional. It is mandatory for all students. Choosing ReGeneration entails choosing this extended school year. Parents should be fully aware that when they sign up their child they are committing to the entire program for all the years that their child is enrolled. Parents should not plan family vacations during late June or late August. Any absences for traveling purposes or for summer camps will not be considered excused. These absences will be considered part of the child's attendance record and, if excessive, may place a child in danger of retention.

Punctuality & Tardiness

Getting to school on time is a key to your child's success – at school and in life. At ReGeneration, the learning begins from the moment students walk in the door. For instance, students read, complete challenging critical thinking problems, and review content during breakfast. Students who are late miss essential reading instruction, disrupt the learning of other children, and risk falling behind.

Definition of Tardiness

Students must arrive between 7:15 a.m. and 7:34 a.m. Students arriving at 7:35 a.m. or later are considered tardy.

Students who arrive close to 7:30 a.m. may not have enough time to finish breakfast, since activities such as Morning Circle start promptly at 7:35 a.m. If you wish for your child to eat breakfast at school, your scholar must be in school by 7:30 a.m. to have enough time to eat without feeling rushed.

Consequences for Tardiness

The following is an outline of consequences for tardiness:

- No Tardies in a Trimester – The child and family are congratulated and recognized for being “on time” and for their true commitment to education.
- Three Tardies in a Trimester – If a student is late three times in a Trimester, it is considered a serious issue. At this point, the parent/guardian will be called by an adviser. The problem will be discussed and an “On Time” plan will be developed.
- Seven Tardies in a Year – If a student is late seven times in a year, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with an adviser. The problem will be discussed and an “On Time” plan will be developed.

Middle School scholars who arrive late will lose Scholar Dollars on their "paychecks."

Early Dismissal

To provide all students with the educational experiences they deserve with minimal disruptions, we respectfully ask that parents and guardians avoid early dismissals where possible.

If an early dismissal cannot be avoided, please note that early dismissals will not be granted after 3:00 PM Mondays through Thursdays and after 1:20 PM on Fridays.

Discipline

Our approach to discipline is rooted in the belief that the learning environment is sacred. At ReGeneration, we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. We have very high expectations for student behavior, and we “sweat the small stuff” to create and preserve a focused learning environment.

Our teachers will use a large array of strategies to promote positive behavior and to correct problem behaviors. Our faculty uses positive reinforcement whenever possible, doing their best to “catch students doing the RIGHT thing.” We recognize and celebrate student success at every opportunity.

We also use consequences and problem-solving approaches to help students fix behavior problems. Students may lose privileges (social time, trips, etc.) when they violate the rules.

Disciplinary Procedures

The disciplinary procedures apply to behaviors that occur on school grounds, at school-sponsored events, or on school buses. Additionally, students may be disciplined for behavior that occurs off of school grounds if the behavior interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.

Paycheck System (Middle School Only)

The ReGeneration Schools Paycheck System is designed to teach students self-discipline by being aware that, in life, there are rewards and consequences for our actions. Students will gain or lose paycheck dollars according to their adherence to the Code of Conduct. Students who misbehave or do not do their homework will have deductions from their paycheck. Students who exemplify ReGeneration virtues will gain Scholar Dollars on their paychecks. Each week, completed paychecks will be sent home in the parent folder and must be signed by parents or guardians in order to be validated.

Students who fall below a required minimum will receive consequences including but not limited to silent study hall in the morning and at lunch and after school detention. Field trip participation and other rewards and privileges will be provided or withheld based in part on students' paycheck averages.

Student Reward Opportunities

At ReGeneration Schools students have the opportunity to earn rewards for demonstrating excellent behavior, academic growth, and good citizenship. Students can earn daily praise/stickers/notes, community shout outs, STAR awards, visits to the Treasure Chest, Student of the Month, Homework Superstar, Scholar Dollars, etc.

Consequences

When students break the code of conduct, the teacher will correct them, review the correct behavior and practice the behavior with them. However, if the behavior continues the

students will face a series of consequences agreed upon and supported by all the teachers and parents. These consequences progress in a hierarchy designed to deter a student from poor choices. In administering consequences, school personnel will take into account such factors as the severity of the offense, the age of the student offenders, students' histories of inappropriate behaviors, and any other factors deemed relevant.

Group Consequences

ReGeneration retains the right, during particularly difficult circumstances, to keep groups of students or an entire class of students during lunch (lunch will be provided in the classroom) or after school. The school does not seek to punish the good with the bad, but it believes that we are all responsible for each other – that the actions of some of us do impact, and are impacted by, the entire group.

Loss of Privileges

ReGeneration Schools offer students many privileges that can be taken away as a consequence for poor behavior. Privileges that can be lost include: specials, choice time/enrichment, participation in birthday celebrations, participation in field trips, coming to school early or staying late. Teachers, the Principal, or other school personnel may use loss of privileges during specials, lunch, snack, or choice time for violations of the Code of Conduct.

Behavior Intervention and Remediation

When deemed appropriate by School Leaders, a student may be placed on a behavior intervention plan to support behavior improvements and closely monitor progress toward specific behavior goals. Students not meeting the goals in their behavior plan face consequences as outlined below. Supportive interventions and referral services are available for all students with demonstrated need. When appropriate, students with disabilities will be provided with behavior plans as per specifications outlined in their IEP or 504 plans.

Fighting Is Not Tolerated

There is no tolerance for fighting. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

Weapons

Weapons (firearms, knives, etc.) are not permitted on ReGeneration Schools' premises nor at off-site school sanctioned events. For more details about our weapons policy, please see the Code of Conduct section of this Parent Handbook.

In-School Suspensions

ReGeneration Schools may require students to serve an in-school suspension during which they are not allowed to be in their classes but must spend the school day supervised in one of the school offices while doing their schoolwork. These in-school suspensions may be given for students who demonstrate disruptive behavior or consistently violate the Code of Conduct. In-school suspensions may also be given in cases where a student needs to be sent home but the school is unable to reach a parent. Please see the Code of Conduct section of this Parent Handbook for additional guidelines regarding In-School Suspensions.

Out-of-School Suspension

To create and maintain a safe, supportive, fair, and reliable school community and culture, ReGeneration Schools may suspend students from school when there are serious breaches of the Core Values or of the discipline code. Please see the CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE for more information about out-of-school suspension.

Discipline of Students with Special Needs

ReGeneration Schools recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. ReGeneration Schools also recognizes that students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon them. ReGeneration Schools is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

School Searches

The Principal and the Principal's designee(s) are authorized to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or any of ReGeneration's rules. In authorizing searches, ReGeneration Schools acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. ReGeneration Schools exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials. ReGeneration Schools will provide notification to parents/families if a search has taken place as soon as is practicably reasonable.

Strip searches shall not be conducted by any school personnel, for any reason. In an emergency situation, the police will be called by school authorities.

Dress Code - Uniforms

At CICS Avalon, students take pride in their appearance. Students are required to wear all components of the regulation school uniform each day. Uniforms are to be clean, well-fitting, presentable, and in good condition (shirts are free of stains, all buttons on shirts and pants are intact, zippers on skirts and pants working, etc.). Students must arrive at school in uniform and remain in their uniforms throughout the school day.

A student who fails to meet the dress code guidelines may call home to retrieve their appropriate uniform. Students who consistently refuse to follow uniform rules will face disciplinary consequences. Final determination of appropriateness of student dress will be made by the school Director.

Clothing should be marked in permanent marker with the student's name on an inside label. During inclement weather, students must wear the required uniform. Non-uniform sweaters, sweatshirts, etc. are not allowed.

On designated dress-up days and all school-sponsored activities, students are expected to dress in a manner appropriate for the school environment.

Accommodations will be made for head coverings worn for cultural, medical or religious reasons.

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. Failure to wear the uniform will be considered a violation of our school's discipline policy. Students who consistently refuse to follow uniform rules will face disciplinary consequences.

Updated Uniform **Updated**

Elementary (K-4) Uniform

- **Shirt:** Campus branded navy polo, with white embroidery
- **Bottoms:** Navy pants or skirts
- **Shoes:** Solid brown or black shoes

Middle (5-8) Uniform

- **Shirt:** Campus branded navy polo, with white embroidery
- **Bottoms:** Khaki pants or skirts
- **Shoes:** Solid brown or black shoes

PE Uniform (All Grades) – wear only on PE days

- **Shirt:** Solid navy t-shirt or sweatshirt
- **Bottoms:** Solid navy sweatpants
- **Shoes:** Solid black gym shoes

Additional Middle School Uniform Guidelines:

Distracting Clothing

School leaders reserve the right to ask students to remove any jewelry or accessories that they feel distract from the learning process, fail to meet the above guidelines, or are otherwise inappropriate for school.

Backpacks/Purses *Updated*

The safety and security of our campuses is our highest priority. Given the rise of violent incidents in schools, all ReGen campuses will implement the following new policy: ReGen students will be required to carry clear backpacks into school buildings. No bags/purses other than clear backpacks will be allowed in the building.

Extra Clothing

Scholars in Kindergarten and 1st grade are required to bring in an extra change of clothes in the event of a bathroom accident. Spare clothes do not need to be uniform clothing; however, do not send jeans, shorts, or name-brand clothes.

Family Involvement Policy

ReGeneration Schools is a community of students, parents, teachers, and school leaders. We believe in the importance of working together to make a positive impact on the academic and social growth of every child. Although the job of making school policy belongs to the Board of Trustees and the Principal, family involvement is not only welcomed, but absolutely critical to the school's success. We want all parents to be actively involved in the education of their child.

ReGeneration Schools Parents are asked to:

- Establish a daily routine for your child, including 8-10 hours of sleep every night.
- Provide a quiet space for your child to study.
- Provide positive reinforcement of student progress and success.
- Provide a library of books and/or frequent trips to the library and/or bookstores.
- Discuss academics and student work among family members.
- Help your child take responsibility for his/her actions. Stress the importance of telling the truth. Remind your child that no one is perfect and everyone makes mistakes.
- Check with your child's teacher about any problems.
- Attend math/literacy workshops, chaperone field trips and volunteer at the school.
- Support other ReGeneration Schools families.

ReGeneration Schools Parents are required to:

- Attend a chat with the principal to review the parent handbook.
- Reinforce ReGeneration's Code of Conduct and STARS/SLANT behaviors at home.
- Read to your child (grades K-4) or ensure your child reads independently (grades 5-8) for at least 20 minutes every day, including weekends, and sign the reading log.
- Make sure your child completes nightly Life's Work, sign the folder, and return it daily.
- Attend two mandatory report card conferences to pick up your child's report card and meet with your child's teacher at the scheduled date and time.
- Effectively communicate with your child's teacher by responding to emails, letters or phone calls within 48 hours of receiving the email, letter or phone call.

Home-School Communication

In order to be effective partners, we must communicate. There are several ways that we communicate with you throughout the year:

1. Parent Connect – Our robo-messaging program allows us to quickly call and email all families. It is essential that the school always has a working phone number on file. You can also provide an email address where we will send text versions of the messages.
2. Flyers – The school periodically sends home informational flyers. It is the responsibility of parents/guardians to check your child's folder and ask your child for flyers.
3. Monthly Advisory Calls – Each scholar's homeroom teacher will make monthly advisory phone calls to each home to provide an academic update to parents.
4. Elementary Behavior Communication Logs: Nightly your child will bring home a behavior log in his/her homework folder that informs you of any misbehaviors or stellar accomplishments. You must sign and return it the next day in his/her homework folder.
5. Middle School Paychecks: Every Friday your child will bring home a Scholar Dollar "paycheck" that informs you of any misbehaviors or stellar accomplishments from that week. You must sign it and return it to school next Monday.
6. Progress Reports – The school will send home progress reports periodically. We will always send a Parent Connect to let you know to look for Progress Reports. This information will also be available via your PowerSchool Parent Portal login.
7. Report Card Conferences: At the end of the first and second trimesters, parents/guardians will be required to come to the school for Report Card conferences with their child's teachers regarding their child's progress.
8. Visits: To arrange a visit to the school, please see the section on School Visitor Policy.

Parent/Family Concerns

If you have a concern, we ask that you contact the school. We welcome the conversation. We understand that you have very strong feelings about issues concerning your children. We promise to treat you and your concern with respect, and we expect respect in turn. If a parent/guardian/family member is disrespectful to ReGeneration staff, we will cut short the conversation and continue it at another time.

All issues should be directed first to the teacher via email or phone. If the issue persists or the outcome is unsatisfactory, follow the following communication protocol.

Academic Issues

- Teacher Director of Operations Principal ReGeneration Schools Discipline Issues

- Teacher Dean Director of Operations Principal ReGeneration Schools Special Education Issues
- Teacher Case Manager Director of Operations Principal ReGeneration Schools

We need your support. As you know, ReGeneration is a very demanding school with high expectations for academics and behavior. All of us – families, teachers, and administrators – are working hard to help your child climb the mountain to college. We are all part of your child's team: if you and your child work with us, we can all succeed.

Cell Phone

Students are not allowed to use cellphones in school or on school field trips. If a cell phone is used, rings, or is seen by a staff member during school, it will be confiscated.

Messages/Phone Use/Voicemail: It would take an incredible amount of staffing to provide message services. We cannot guarantee that messages will reach students or teachers during the day unless it is an emergency that requires immediate attention. Such calls should be very rare. Students are allowed to use the telephone only in the case of emergencies.

If you need to get a message to your child's teacher, please call the main office number and leave a message. The teacher will return your call within 1 school day.



SCHOOL DAY POLICIES & PROCEDURES

Arrival and Early Morning Procedures

ReGeneration Schools' campuses officially open their doors at 7:15 a.m. each day. Students may arrive at this time to eat breakfast and enjoy independent reading and Bright Work. Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until 7:15 a.m. The school day officially begins at 7:45 a.m.

Student Meals

The Community Eligibility Provision (CEP) of the National School Lunch & Breakfast Programs allows your child(ren) to eat meals free of charge (one breakfast and/or one lunch per day). All families will need to complete a Household and Income Form that enables the school to participate in the CEP Program.

All ReGeneration students have the option to eat a school breakfast (if they arrive on time), snack (where provided), and lunch. At the start of each month, lunch menus will be available in the main office. If a student does not like a particular meal he/she may bring in his/her own lunch. However, students are not permitted to bring in foods that are unhealthy or high in sugar, nor are they permitted to bring food that requires any preparation, such as heating. Foods that are not permitted include: candy, soda, energy drinks, donuts, cupcakes, chips, candy bars, etc.

Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Due to allergies in the building, oranges are not permitted.

Please note that ReGeneration Schools has a **no gum** policy. Students are not permitted to bring or chew gum at any time while they are on the premises.

Healthy Eating Standards

Children need healthy snacks for energy, vitamins, minerals and other nutrients, to help them grow, learn and be active. Healthy students are better able to pay attention in class and do their best school work.

In an effort to provide students with the healthiest environment we can, and to adhere to the *Chicago International Charter School Health Standards*, we are encouraging you to provide only healthy snacks for school snacks and classroom

parties or celebrations.

In meeting this health requirement, as a school we do not allow cupcakes, cakes, ice cream, etc. for student birthdays or other celebrations.

Snacks that meet the following nutritional requirements are permitted:

- 150 calories or less
- 35% of total calories from fat or less
- 10% of total calories from saturated fat or less
- 30g of sugars or less
- 230 mg of sodium or less per serving

HEALTHY CELEBRATION AND SNACK IDEAS

The school wellness policy requires that all foods offered in school meet the USDA Smart Snacks for schools regulations. Below are lists of suggested alternate snack ideas for classroom celebrations and snacks. For more specific ideas and product names, visit the Alliance for a Healthier Generation website

<https://foodplanner.healthiergeneration.org/products/>

Rule of thumb guidelines are to choose items that have no added sugar and are lower in fat. Grain items should list Whole Grain as the first ingredient on the package.

Food Items

- Yogurt Cups
- Smoothie Drinks
- Cheese Sticks
- Pudding Cups
- Fresh Fruit- apple slices, orange smiles, bananas
- Fruit Cups
- 100% Fruit Juice
- Cut Veggies and Low Fat Dip- sliced cucumber, baby carrots, celery sticks
- Dried Fruits / Raisins
- Low Sugar Gelatin Cups
- Low Sugar Granola Bars
- Whole Grain Crackers
- Whole Grain Pretzels
- Whole Grain Goldfish
- Low Fat Popcorn
- Whole Grain Animal Crackers
- Whole Grain Muffin
- Oatmeal Bar

Non Food Items

- Pencils
- Pens
- Crayon Packets
- Markers
- Rulers
- Book marks
- Coloring Books / Coloring Page
- Stencils
- Stickers
- Puzzles
- Erasers
- Playing Cards
- Card Games
- Party Hats
- Sunglasses

Dismissal & After School Programs

Dismissal occurs at 3:30 PM Monday through Thursday and at 1:50 PM Fridays.

ReGeneration Schools conducts several after-school activities. Students who are registered in the after school activities are permitted to stay after school. They may not, however, stay after school to wait to be picked up. ReGeneration does NOT provide child-care services. By 3:45 PM., all students who are not involved in a structured, supervised activity must be picked up. Any student demonstrates poor behavior or abuses the privilege of participating in after school activities may be suspended from the after-school enrichment program. If a student is suspended from after school enrichment, he or she will not be permitted to participate in after school activities for the remainder of the quarter. The student will have to be picked up by 3:45 PM. After-school dues will not be reimbursed

When children are left at school past 4:30 PM and the campus is unable to reach a parent, guardian, or emergency contact, per the District-wide Protocol for Children Left Stranded, the school will be forced to call the Chicago Police Department and the Department of Children and Family Services hotline to report child neglect.

After School Fees

When offering after school activities, campuses will inform parents of any fees associated with program enrollment.

Extended Care

CICS Avalon offers a paid Extended Care program for families. Specific information regarding the program can be obtained from the Extended Care Coordinator.

School Calendar & Closings

The school calendar is shared with parents annually and as any updates or changes are made. Regeneration Schools will issue reminders to parents regarding noon dismissals and days off. In the event of poor weather conditions such as heavy snow, please listen to your local news for relevant information regarding school cancellation. ReGeneration Schools follow the same cancellation policies as Chicago Public Schools. If CPS is closed or delayed, so is the individual campus.

Safety & Security Policies & Procedures

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

Closed Campus

Under no circumstances are students allowed to leave the school building or grounds without permission.

In Case of Emergency

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

Emergency Drills

Safety drills will occur at times established by the school administration. Students are required to be silent and comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. A warning to the students will not precede drills.

Any time the fire alarm goes off (including regularly scheduled fire drills) or another emergency code is indicated, students must obey the following procedures:

- Listen for the fire alarm.
- Line up immediately and be silent.
- Follow their teacher to the designated exit and line up outside.
- Once outside (or in the designated location) they must remain silent and listen to instruction from their teacher.

If there is a school emergency, the school staff will utilize our Parent Connect system to provide updates to all families. It is imperative that we have a working phone number on file so we are able to reach all families in the event of an emergency.

Mandated Reporting

Illinois requires a wide range of professionals to report suspected child maltreatment. These professionals and any other person required by law to report suspected abuse or neglect are called mandated reporters. Mandated reporters are professionals who may work with children in the course of their professional duties. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe” that a child known to them in their professional or official capacity may be an abused or neglected child. State law does not require that the mandated reporter notify parents of the report.

Health & Medical Policies

ReGeneration Schools provide the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student’s parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the nurse. Students are not permitted to carry or self-administer over-the-counter or prescription medication without written parent or guardian permission and a doctor’s written order. A student may self-carry and self-administer asthma medication with written parental permission where the parent provides the school with the prescription label containing the name of the medication, the dosage, and the circumstances under which it should be administered. A student may self-carry and self-administer an epinephrine auto-injector with written authorization from

the student's physician and a written statement detailing the name and purpose of the medication, the dosage, and the circumstances under which it should be administered. The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and must also provide a second inhaler that is kept in the nurse's office.

ReGeneration Schools abides by all Illinois immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirement should submit their request to the school nurse. The nurse will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request.

As a public school, we are required by law to conduct hearing and vision screenings for every child, which requires parent consent. If you do not want your child participating in these screenings, please write a letter to the school nurse/school administration explaining your reasons. If parents do not consent to the school screenings, then it is their responsibility to ensure your child receives the required screenings and that proper documentation is provided to the school.

Smoke Free Illinois

In accordance with the Smoke Free Illinois Act, all ReGeneration Schools Campuses are smoke free. Smoking is prohibited on school grounds and within 15 feet of all entrances, exits, windows that open, or ventilation intakes.

Transportation Safety

Arrival and Dismissal

Students should not arrive at school earlier than 7:15 AM. At dismissal, students should leave the school building; attend after school tutoring or detention; or participate in an official school event such as an athletic team. Students who are not participating in one of the above activities must wait in the gymnasium, which is the designated late pick-up location, under the supervision of a staff member. Students may not wait outside without staff supervision. We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families at dismissal. Parents or designees who arrive past 3:45 PM to pick up their scholar will do so at the Wood Street door and sign their child out with Security.

Students Who Walk

For students who walk to and from school, a number of streets must be crossed. Families should instruct students to use appropriate crossing lights at each intersection and to cross each intersection only when it is safe to do so within the designated crosswalks. ReGeneration encourages students who walk to travel together in groups. The school is happy to help parents identify other families who live near them for this purpose.

Ridesharing

Schools are charged with the responsibility of providing care and safety for students in the absence of parents. Because of this relationship, schools have a duty to protect students from known and foreseeable dangers on school campuses during school hours. We are duty-bound to ensure that students are discharged to the care of a responsible adult.

Ride sharing services such as Uber and Lyft have policies specifically prohibiting people under the age of 18 from using their apps or riding unaccompanied by an adult. ReGeneration Schools does not condone students leaving campus in ridesharing cars whose own policies prohibit minors from using them.

Parents are required to provide the school the names of authorized adults to whom students may be released. Since the identity of the rideshare driver is not known until the driver accepts the request, release to a rideshare driver would not be authorized.

Other Information & Policies

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, fidget spinner, game cards (Yugioh Cards, Pokemon Cards, etc.), trading cards (baseball cards, football cards, etc.), portable electronic games, toys, make-up (lipstick, lip gloss), hats, CD players, mp3 players, laser pointers, beepers, pagers, portable electronic devices, and cell phones are not allowed in school.

Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent/guardian and will be subject to consequences. Repeated violations of this policy may cause personal property to be confiscated for a period of up to 30 days, irrespective of any costs or fees students and/or their families may incur as a result.

We encourage all students not to bring non-essential items of value (monetary or otherwise) to school because they cannot be securely stored.

Electronic Devices and Phones

Scholars are encouraged to leave all electronic devices and cell phones at home. If this is not an option, scholars who bring electronic devices and cell phones to school are required to follow the following procedure for safekeeping during school hours. Our goal is to provide a system to keep students' cell phones safe while helping them to stay focused on school work without distractions.

Every morning, scholars will power their phones off before entering the school. The phone will be placed in a plastic bin with a label identifying to whom the phone belongs. The homeroom teacher or designee will lock the closet where the phones are kept so no one can access the devices. During afternoon dismissal, the homeroom teacher/designee will open the closet and will hand back cellphones to each student.

Scholars who fail to follow this explicit procedure will receive the following consequences.

If a student has a cell phone with him/her during the school day without permission, it will be confiscated and he/she will be sent to the dean's office. Once a cell phone is confiscated, a parent must pick it up.

Students will also receive the following consequences for having a cell phone during the school day without permission from the principal or dean:

- First Offense: \$20 scholar dollar cell phone deduction and send out
- Second Offense: \$20 cell phone deduction, and send out, and parent conference
- After the second offense, if the issue is not corrected, the student will receive a more severe consequence from the school leader.

Lost and Found

The school will keep a small lost and found box near the main office or with Campus Deans. Parents/guardians/families may come in any day between 7:40 AM and 4:00PM to search the Lost and Found for lost items. At the end of every Trimester, items left in the box may be donated to a local charity.

School Supplies

ReGeneration students will be provided school supplies at no cost to families. It is important that all scholars have uniform materials, therefore, we ask that all purchased school supplies remain at home. Parents are asked to provide a box of tissue, a roll of paper towel, and a container of disinfectant wipes.

Birthday Celebrations

Students are permitted to bring store-bought goodies or non-food items to be shared with classmates if the teacher is notified in advance and the snack adheres to the CICS School Health Standards.

This is referenced earlier in this handbook, but as a reminder, snacks must meet the following nutritional requirements in order to be distributed:

- 150 calories or less
- 35% of total calories from fat or less
- 10% of total calories from saturated fat or less
- 30g of sugars or less
- 230 mg of sodium or less per serving

Parents can notify the teacher by writing a note/email or calling the school. The treats must be prepared in individual servings. Treats can be shared at 3:00 p.m. Birthday celebrations cannot occur during lunch to avoid interference with our food service program. Individual goodie bags are permitted as long as every student in the scholar's class receives one.

If your child does not celebrate birthdays, or is not permitted to celebrate birthdays, please send a note to school in writing informing us that your child is not to participate in birthday celebrations.

Field Trips

Field trips are a part of ReGeneration Schools' educational program. We use field trips to enhance learning that is taking place in the classroom. However, attending these programs is

a privilege and not a right. If a scholar does not uphold ReGeneration's core values, he/she may not be permitted to attend a field trip. If a field trip is scheduled while school is in session, the scholar will still be required to be in school. Failure to come to school will result in loss of the privilege to attend the next field trip and a mandatory parent conference.

Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, and activities. Individuals with disabilities should notify the building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Parent Behavior

Parents are expected to model good behavior for their children. All concerns may be brought to the Principal and discussed professionally. However, ReGeneration Schools do not tolerate shouting, threats, or cursing by parents. Such behaviors will result in the principal limiting a parent's access to teachers and from visiting the school.

Student Records

The School recognizes the legal requirement to maintain the confidentiality of student records. Access to student records shall be consistent with federal and state statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Illinois School Student Records Act, and their implementing regulations.

The School also recognizes its responsibility under the Local Government Records Law to ensure the orderly retention and disposition of the School's student records.

Appendix B of this Handbook notifies all parents of their rights under FERPA. The notice explains that the parent has a right to:

- 1) Inspect and review the student's education records;
- 2) Confidentiality with respect to personally identifiable information contained in a student's education records except:
 - a. by prior written consent of the student's parent(s) or guardian(s) or the eligible student;
 - b. as directory information; or
 - c. under certain limited circumstances, as permitted by FERPA.

- 3) Request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- 4) File a complaint with the U.S. Department of Education alleging failure of the District to comply with FERPA and its regulations; and
- 5) Obtain copies of this policy and the locations where copies may be obtained.

The School shall arrange to provide translations of this notice to non-English speaking parents in their native language.

Student directory information, which includes the student's name, address, parents' telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards and honors received, photographs and videos of students participating in school or school sponsored activities that have appeared in school publications, and dates of attendance, may be disclosed publicly, including to military recruiters, the media, colleges and universities, and prospective employers. Parents can object to the release of directory information regarding their scholar. Please contact the school office if you do not wish for your scholar's directory information to be released.

English Learners

ReGeneration Schools offer opportunities for English Learners to develop academic excellence and meet the same high standards that all children are expected to attain. ReGeneration Schools will assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by parents/guardians. We comply with all state and federal laws pertaining to ELL students, which includes that home language surveys are given to students within 30 days of enrollment, English proficiency is assessed annually, and parents are provided with information pertaining to identification, proficiency, and instruction.

Students with Disabilities

ReGeneration Schools will provide a free, appropriate public education in the least restrictive environment to all students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA), Section 14 of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and their implementing regulations. Contact the Director of Special Education for additional information about the identification, evaluation, placement, and services for students with disabilities.

Students in Transitional Living Situations (Homeless Children)

Each child of a homeless individual and each homeless youth has equal access to the same public education as provided to other children and youths. A homeless child is defined as provided in the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. Please contact the school social worker for further information.

Notice to Parents of Right to Request Teachers' Qualifications

Parents have the right to request the professional qualifications of the teachers who instruct their child and the paraprofessionals, if any, who assist them. Parents may request the following information:

- Whether the teacher has met state licensure requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status;
- Whether the teacher is teaching in the field of discipline of certification; and
- Whether any instructional aids or paraprofessionals provide services to their children and, if so, their qualifications.

Testing Transparency

The following assessments are required for all ReGeneration students:

Parents may request, and the District will provide in a timely manner, information regarding any mandatory assessments.

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child's school.

Offender Community Notification Laws

State law requires schools to notify parents/guardians that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following: Illinois Sex Offender Registry, www.isp.state.il.us/sor/; Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/; and Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. Individuals hired to work with ReGeneration Schools are subject to a fingerprint background check.

Access to Social Networking

ReGeneration Schools will not request or require a student to provide a password or other related account information to gain access to the student's account or profile on a social networking website. But ReGeneration may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, a student may be required to share content on the social networking site in order to make a factual determination about a potential disciplinary violation.

Title I Funding

ReGeneration Schools may pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All ReGeneration Schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalence among the campuses. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalence among the campuses.

ReGeneration Schools maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in Appendix C.

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, ReGeneration Schools will not knowingly enter into any agreement with any entity or individual that discriminates against students on the basis of any protected status.

Harassment Prohibited

ReGeneration Schools does not tolerate harassment, intimidation, or bullying of students on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. ReGeneration Schools will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Sexual harassment of students is prohibited.

Students are encouraged to report harassment or bullying by other students to the Dean of Students and follow the procedure in the Anti-Bullying Policy (see page).

Grievance Procedure

Students, parents, employees, and community members should notify ReGeneration Schools if they believe ReGeneration Schools have violated their rights under federal or state law or school policy, including those prohibiting discrimination and harassment. Such complaints should be made with the appropriate Nondiscrimination/Title IX Coordinator:

- For staff: Director of Human Resources
- For students: Dean of Students
- For parents/community members: Director of Operations

Complaints of sexual harassment will be kept confidential to the extent possible given the need to investigate.

After receiving a complaint, the Coordinator or the Coordinator's designee will attempt an informal resolution. If an informal resolution is not possible, the Coordinator will investigate the situation to determine whether a violation of ReGeneration policies has occurred and recommend a resolution. Disciplinary action is one possible consequence of such a violation.

Surveys

Third party student surveys and questionnaires are those that are created by a person or entity other than a school official, staff member, or student. The Chief Executive Officer will approve the administration of third party student surveys and questionnaires only when they advance ReGeneration Schools' educational objectives. ReGeneration will provide notice to parents prior to the administration of third party surveys or questionnaires, and parents will, upon their request, be permitted to inspect the survey or questionnaire within a reasonable time of their request.

ReGeneration Schools will obtain prior written parent consent prior to administering any survey by ReGeneration, a student, or third-party that reveals information regarding:

- Political affiliations or beliefs of the student or his/her parent/guardian;
 - Mental or psychological problems of a student or his/her family;
 - Behavior or attitudes about sex;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom students have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
 - Religious practices, affiliations or beliefs of the student or his/her parents/guardians;
- or
- Income (other than required to determine eligibility for participation in a program or for receiving financial assistance under such program) Prior to giving consent, parents will be given an opportunity to review the survey upon request. School staff will not disclose the identity of any student who completes any survey or evaluation regarding the above items.

Selling or Marketing Student Personal Information

Selling or marketing students' personal information is prohibited, and under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards.

Instructional Material

A student's parent(s)/guardian(s) may inspect, within a reasonable time of a request, any instructional material used as part of their child's educational curriculum.

Other Rules

ReGeneration Schools retains the right to establish additional rules and impose consequences not specifically listed here when the administration, in its reasonable discretion, believes them to be appropriate in specific situations.

Chicago International Charter Schools Wellness Policy

Chicago International Charter Schools (CICS) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet at a minimum, the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all campuses in our school will participate in available federal school meal programs including the School Breakfast Program, the National School Lunch Program, the After School Snack Program and the CACFP At Risk Supper Program at various sites.
- The school will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. Wellness Advisory Council

SFA will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. The council will consist of students, staff, parents and the FSMC.

The Food Service Director will convene the advisory council at least 3 times per year and will facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

CICS will retain records to document compliance with the requirements of the wellness policy at the network office.

At least once every three years, CICS will evaluate compliance with the wellness policy to assess the implementation of the policy. CICS will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as CICS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

CICS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within CICS participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional programs the individual schools may elect.

Meal Times and Scheduling

- will aim to provide students with at least 15 minutes to eat for breakfast and 20 minutes for lunch.
- will aim to schedule meal periods at appropriate times.
- when feasible, will schedule lunch periods to follow recess periods ● will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
 - will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Qualifications of School Food Service Staff. CICS will hire a Food Service Management Company to administer the school meal programs. As part of the food service management company's responsibility to operate a food service program, they will provide continuing professional development for all nutrition professionals in school. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. The School will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Competitive Foods and Beverages

All a la carte items will meet or exceed the USDA Smart Snack requirements.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. - Schools are encouraged to share successful healthy celebrations/activities through social media or school newsletters. A healthy celebrations list is provided for all campuses to share with their families.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. CICS aims to teach, encourage, and support healthy eating by students. The School will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities;
 - promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
 - emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
-
- links with school meal programs;

Communication with Parents. The school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The School will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

IV. Physical Activity Opportunities and Physical Education

CICS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. CICS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write

4

5

a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
- (2) fax: (202) 690-7442
- (3) email: program.intake@usda.gov
 - Office of the Assistant Secretary for Civil Rights
 - 1400 Independence Avenue, SW
 - Washington, D.C. 20250-9410

This institution is an equal opportunity provider.

Appendix A: General School

Information

Nondiscrimination Policy

ReGeneration Schools and Chicago International Charter School do not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Chicago International Charter School on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Chicago International School on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

CICS Board Meetings

The Board of Trustees opens its meetings to the general public, except when an executive session is called. Reasonable efforts are made to provide access to anyone interested in attending a meeting. If video conferencing is used, the Board provides an opportunity for the public to attend at any site where a member participates. A calendar of regular meetings is posted at the school in a location that is open to the public. In addition to this posting, notice of all meetings scheduled one week in advance is provided to the news media at least 72 hours in advance. Notice of meetings scheduled less than one week in advance is provided to the news media within a reasonable time prior to the meeting to the extent practicable. If video conferencing is used, public notice will say so, identifying the locations from which members may participate, and will state that the public has a right to attend from any of these locations. This policy applies with equal force to Board committee meetings.

Appendix B: Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605



Appendix C: Title I Parent Involvement Policy

CICS Avalon, Avalon, and Washington Park implement a Parent Involvement Policy in adherence to the Every Student Succeeds Act (ESSA), offering programs and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the ESSA. These programs, activities and procedures are planned and operated annually with the consultation of the Parent Council and the Title I Stakeholders Committee. This Parental Involvement Policy supplements the Parent Handbook, distributed to all parents, and the School-Parent Compact. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CICS Avalon, Avalon, and Washington Park will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Philosophy

The choice to send your child to ReGeneration Schools demonstrates your high hopes and expectations of your child, and us. We are committed to making your hopes and expectations a reality as we prepare your child for college. But we cannot do it without you.

Our success depends on the students, families, and teachers all fulfilling their roles.

School-Parent-Student Compact

Our virtues are at the heart of ReGeneration's community and represent the cornerstones of the school. It is expected that all students will try to live by the values outlined in the School Culture section of this manual.

Students are expected to act respectfully towards all students and staff and to make positive contributions to the school community. They are expected to attend school daily and punctually, to actively participate in all classes, and to complete all homework assignments. Finally, students are expected to accept and strive to learn from consequences for their behavior.

Parents and other family members are asked to uphold and support the school's mission, policies, and Code of Conduct. Even if individual decisions can be challenging at times, the Code of Conduct is established for the good of all. We ask that you ensure that your child arrives punctually each day, ready to participate and learn. We ask that you oversee your child's completion of all homework assignments nightly and that you communicate consistently with the school. Finally, we ask that you help reward your child for positive behavior and help him or her accept and understand consequences for poor behavior.

Teachers are expected to prepare engaging, demanding lessons in all classes, to assign and evaluate appropriate homework each night, and to guide students on the path to college. They are also expected to exemplify the school's virtues of respect, integrity, diligence, responsibility, compassion, and perseverance.



Parents, other family members, and teachers will communicate regularly to support students through monthly advisory phone calls, progress reports, report card conferences, and opportunities for parents and other family members to visit their child's classroom.

To underscore this commitment, we ask that students, parents and teachers sign the following Compact for Achievement.

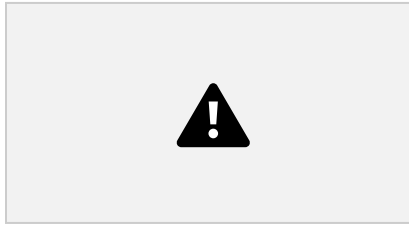
Appendix D: COVID-19 Specific Procedures

The health and safety of the School community is paramount to the School. As such, individuals may be asked to self-quarantine or otherwise be restricted from access to the School in order to prevent the spread of illness. School closures will be addressed on a case by case basis in consultation with local, state and federal health officials.

All students, and their parents or guardians, staff, and volunteers must conduct daily health checks prior to going to the school building. At minimum, daily health checks should include taking an individual's temperature and assessing for any symptoms of Covid-19 infection. Per the current Centers for Disease Control and Prevention ("CDC") guidance, COVID-19 symptoms including the following*:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Persistent pain or pressure in chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose

- Nausea or vomiting
- Diarrhea
- Repeated shaking with chills



*The list of possible symptoms may be updated as more is learned about COVID-19.

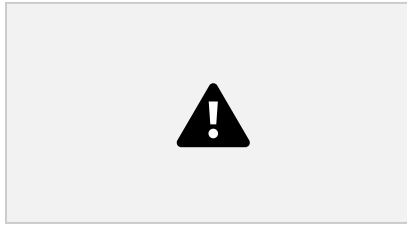
The School may also take student, staff, volunteer, and/or visitor, temperatures as they enter the building. **Anyone with one or more COVID-19 symptoms or a temperature equal to or above one hundred degrees Fahrenheit (100°F) must stay home and should notify the School immediately.**

If a student, staff, or volunteer begins to show symptoms or has a temperature above 100°F while at the school building, they must immediately be separated, given a face covering, and monitored by a staff member wearing appropriate personal protective equipment (“PPE”) and maintaining physical distance when possible. The space where an individual waits before he or she goes home should be separate from the nurse’s office and other areas students are likely to visit, and have its own bathroom, if possible. Areas of the building that were occupied by the person exhibiting symptoms should be thoroughly sanitized. If the infected individual is a student, the student’s parent will be informed of the suspected infection and of the immediate isolation from classes. If other members of the student’s household attend School, the Principal or his/her designee or school nurse shall also isolate these students to question for symptoms. Infected individuals and other members of the individual’s household in the School will be required to leave the building with a parent or guardian as soon as possible.

School personnel will refer those displaying symptoms of COVID-19 to an appropriate health care professional or testing site. Local health departments will be contacted in the case of positive or suspected COVID-19 cases in the School building. Local health professionals can help the School to identify potentially infected or exposed individuals and assist with appropriate notifications.

Students, staff, or volunteers who have been exposed to an individual who tested positive for COVID-19 must stay home and follow quarantine and other recommendations from local public health officials and their medical provider. If the individual who has been exposed does not have symptoms, they should nonetheless remain home for fourteen (14) days from the date of exposure due to the possibility of asymptomatic transmission of COVID-19.

Staff, volunteers, support workers, and students who have suspected or confirmed COVID-19 cannot return to the school building until they meet CDC



criteria for return to school. Individuals who test positive for or are suspected to have COVID-19 must experience an improvement in symptoms and isolate for a period of time before returning to school per CDC criteria.

The School should be alert for signs and symptoms of COVID-19 in students, staff, support workers, and volunteers. Those who travel may be asked to self-quarantine pursuant to federal, state and local guidance and directives. The School shall not discriminate on the basis of race or national origin when identifying suspected instances of COVID-19.

The School will follow all orders regarding the reporting of known or suspected COVID-19 infections, including reports to the local department of public health, to specific individuals who may have been exposed to infection, and school-wide notices of infections.

The School shall contact and follow the advice or guidelines of the health department, hospital emergency department, and Center for Disease Control when faced with dealing with disposal of waste materials used by the infected person. Absent guidance from health authorities, waste items shall be placed in a lined container before disposing of them. Anyone who handles waste items shall wear appropriate PPE and immediately wash hands or use an alcohol based hand sanitizer after touching the items.

The School shall follow the advice of federal, state and local officials regarding cleaning of surfaces and materials in order to kill any virus. The School will clean surfaces frequently, paying close attention to high touch areas and shared materials, and make sanitation wipes or disinfectants labeled for use against COVID-19 (also known as SARS-CoV-2) available in each room and common space.

Students, staff and volunteers should practice frequent handwashing for at least twenty (20) seconds, at minimum when hands are dirty, before and after eating, and after using the restroom. Opportunities throughout the day will also be provided for handwashing. To supplement handwashing, the School will provide hand sanitizer (60% to 95% alcohol based) in high traffic areas including entrances to buildings and classrooms and instruct students and staff to use the sanitizer. Additionally, staff, students, and volunteers should avoid touching their mouths, noses, and eyes since the virus easily enters the body through these membranes.



Regular cleaning of the School facilities, including disinfecting of “high-touch” surfaces (e.g., counters, tables, desk tops, doorknobs, bathroom fixtures, toilets, phones, computers, light switches, etc.), will be observed. The School will use cleaning products usually used in these areas and follow the directions on the product’s label, unless notified otherwise by a qualified local, state or federal authority.

The School shall follow any directions provided by emergency medical or other healthcare providers, law enforcement, or fire department, or local, state, and federal public health officials. The School will also monitor the guidance issued by the Ohio Department of Health, the Ohio Department of Education, local health authorities, and the CDC, and will update its protocols as necessary.

This appendix shall only be applicable to the extent that these procedures do not differ from the School’s existing emergency management plan or any directives given by local, state or federal officials.

See also Policy 407 and Policy 411.



STUDENT STUDENT CODE OF CONDUCT 2025-2026

Chicago International Charter School Student Code of Conduct

Updated March 2024

CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT	4
RIGHTS AND RESPONSIBILITIES	5
STUDENTS	5
PARENTS/GUARDIANS	5
STAFF	6
SPECIAL NOTES	6
CELLULAR PHONES AND OTHER INFORMATION TECHNOLOGY DEVICES	6
SCHOOL DRESS CODES AND UNIFORM POLICIES	7
BIASED AND/OR DISCRIMINATORY BEHAVIOR	7
DATING VIOLENCE AND DOMESTIC VIOLENCE STATEMENT	7
SCC AND OTHER LAWS, POLICIES AND RULES	8
STUDENT CODE OF CONDUCT CATEGORIES 1-6	8
GROUP 1 - INAPPROPRIATE BEHAVIORS	8
GROUP 2 - DISRUPTIVE BEHAVIOR	9
GROUP 3 - SERIOUSLY DISRUPTIVE BEHAVIOR	10
GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR	12
GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR	13
GROUP 6 - ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	16
SUSPENSION AND EXPULSION	18
DEFINITIONS	18
PROCEDURAL SAFEGUARDS AND RE-ENGAGEMENT PROCEDURES	19
PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS	23
REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS	25
SECTIONS 4-13 AND 5-11	25
SECTION 6-1	26
6-1 SPECIAL CONSIDERATION	27
SEXUAL MISCONDUCT	27
ACCEPTABLE USE OF TECHNOLOGY POLICY (“AUP”)	29
GENERAL PROVISIONS	29
USE OF INTERNET, COMPUTER ACCESS, AND ELECTRONIC MAIL	30
CYBER-BULLYING	30
REPORTING PROCEDURE AND INVESTIGATION	31
SOCIAL MEDIA/CHAT ROOM GUIDELINES FOR STUDENTS	31
GENERAL INFORMATION	32
PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK	32
STUDENT ACKNOWLEDGEMENT	32
WAIVER OF PRIVACY, MONITORING, ENFORCEMENT	33
ADDITIONAL CICS STUDENT POLICIES	33
POLICY EVALUATION	33
	45

CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT

The Chicago International Charter School (“CICS”) and the School Management Organizations (“SMO’s”) expect all students to conduct themselves in a socially responsible manner. CICS takes a preventative, positive approach to discipline whenever possible rather than focusing exclusively on punishment. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes CICS’ philosophy of providing a rigorous education and a sense of belonging for all students. CICS responds to misbehavior with a multi-tiered system of supports for students’ social, emotional, and behavioral needs which includes behavioral interventions as well as disciplinary consequences aimed at teaching expected positive behaviors, understanding and addressing the root causes of the misbehavior, resolving conflicts, meeting students’ needs and keeping students in school and in their classrooms learning. CICS addresses misbehavior on an individual basis and considers the student’s individual circumstances and any mitigating factors.

Each discipline case will carry its own merit and will be adjudicated per the facts accompanying the case. CICS and SMO staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student;
- Prior conduct;
- Understanding the impact of actions, willingness to participate with restorative practices, taking responsibility for choices, suggesting ways to repair harm and restore community;
- Seriousness of offense.

In some cases, CICS and SMO, with parent/guardian consent, may deem screening and referrals for counseling as an intervention, or support as a component of the schools response to the misconduct. Logical consequences such as loss of privileges and community service may also be considered. Community service, with parent/guardian consent, may include, but is not limited to, the following:

- Repairing or cleaning property damage as a result of the offense;
- Participating in landscaping, gardening, or cleaning inside the building or of the school grounds;
- Participating in projects that beautify the school, surrounding property, or the community;
- Providing services that improve the lives of community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it and is proportionate to the offense. After considering the actual disciplinary violation and factors such as those listed above, CICS staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Categories of offenses are listed in six different groups, according to the following Groups:

- **Group 1** lists behaviors that are inappropriate.
- **Group 2** lists behaviors that disrupt.
- **Group 3** lists behaviors that seriously disrupt.
- **Group 4** lists behaviors that very seriously disrupt.
- **Group 5** lists behaviors that most seriously disrupt.
- **Group 6** lists behaviors that are illegal and most seriously disrupt.

RIGHTS AND RESPONSIBILITIES

STUDENTS

Students have the right and responsibility to:

- Receive a free high-quality public education in a safe educational environment;
- Be respected as an individual and treated courteously, fairly and respectfully by other students and staff;
- Treat teachers, staff, other students, themselves and property with respect;
- Take part in all CICS activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability;
- Attend school daily, be prepared for class and complete assignments to the best of their ability;
- Demonstrate positive digital citizenship and refrain from using social media and electronic devices in any fashion that is disparaging to other;
- Tell CICS or SMO staff about any dangerous behavior or bullying that occurs within a CICS school, on the way to and from school, or within the school community;
- Be informed, in compliance with State law, before a law enforcement officer or other school security personnel detains and questions a student under the age of 18 who is suspected of committing a criminal act;
- Read and become familiar with the CICS's SCC; and
- Be told the reasons(s) for any disciplinary action and allowed to tell their side of the story before receiving a consequence.

PARENTS/GUARDIANS

Parents/Guardians have the right and responsibility to:

- Be actively involved in their child's education;
- Be treated fairly and respectfully by CICS and SMO staff;
- Be respectful and courteous to CICS and SMO staff;
- Be respectful of other students' privacy rights;
- Be informed of their child's attendance, academic performance and behavior concerns;
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by CICS and SMO staff;
- Assure their child brings to school only those things that are appropriate in a school setting;
- Work with CICS and SMO staff to address any academic or behavioral concerns regarding their child; and
- Be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.

STAFF

CICS and SMO Staff have the right and responsibility to:

- Work in a safe and orderly environment;
- Be treated courteously and respectfully;
- Treat students and parents/guardians fairly and with respect;
- Teach, re-teach and model clear behavioral expectations to all students;
- Establish and enforce expected classroom behavior;
- Intervene early and de-escalate inappropriate behaviors;
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary; and
- Enforce State, CPS, CICS, SMO, and school policies, rules, and SCC, including preventive and positive disciplinary policies.

SPECIAL NOTES

CELLULAR PHONES AND OTHER INFORMATION TECHNOLOGY DEVICES

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. These include, but are not limited to: computers, cellular phones, smart watches used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent/guardian may appeal to the SMO Chief of Schools or their designee.

Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

SCHOOL DRESS CODES AND UNIFORM POLICIES

Each school may adopt a dress code policy that prevents students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral and cannot prohibit hairstyles or head coverings historically associated with race, ethnicity, religion or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

Students who fail to follow a school's dress code or uniform policy may be given a non-exclusionary restorative consequence, and may not be barred from participating in any instructional activities. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation.

BIASED AND/OR DISCRIMINATORY BEHAVIOR

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bias-based behaviors, including racism

and all forms of discrimination on the basis of actual or perceived membership of a protected category, are directly contrary to this and can cause physical, psychological, and emotional harm to students that can interfere with the ability to learn and participate in school activities.

School administrators and designees should refer to the [CICS Anti-Bullying Policy](#) included in this handbook for instructions on addressing all allegations of bullying or biased-based behaviors by students. In the event that an investigation substantiates an allegation of bias-based behavior, school administrators or designees should assign and document relevant SCC codes, restorative interventions, applicable consequences, and seek to identify and disrupt the systems and structures in our schools that allow discrimination to occur.

DATING VIOLENCE AND DOMESTIC VIOLENCE STATEMENT

Any staff member who is notified by a parent, guardian or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of Illinois. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

These allegations or suspicions should be reported to the Office of Student Protections and Title IX immediately. The principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services.

SCC AND OTHER LAWS, POLICIES AND RULES

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, CPS Board Rules and Policies, negotiated charter agreements, and all other applicable state and federal laws.

Students in grades Kindergarten through second ("K-2") will not be expelled or assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School's CEO/Executive Director may collaborate with CICS and CPS to request additional services to appropriately support the student. Support may include a plan addressing the safety of students/staff and including strategies for preventing

future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

STUDENT CODE OF CONDUCT CATEGORIES 1-6

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CICS or the SMO (such as a school bus), and while using the CPS network.

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

GROUP 1 - INAPPROPRIATE BEHAVIORS

- 1-1 Running and/or making excessive noise in the hall or building
- 1-2 Leaving the classroom without permission
- 1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction
- 1-4 Loitering, or occupying an unauthorized place in the school or on school grounds
- 1-5 Failing to attend class without a valid excuse
- 1-6 Persistent tardiness to school or class
- 1-7 Use of the CICS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials¹
- 1-8 Unauthorized use or possession of cellular telephones or other information technology devices

Group 1 - Available Interventions and Consequences

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

GROUP 2 - DISRUPTIVE BEHAVIOR

¹ Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

- 2-1 Posting or distributing unauthorized written materials on school grounds
- 2-2 Leaving the school without permission
- 2-3 Interfering with school authorities and programs through walkouts or sit-ins
- 2-4 Initiating or participating in any unacceptable minor physical actions
- 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC
- 2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures
- 2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances
- 2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities
- 2-9 Failing to provide proper identification
- 2-10 Unauthorized use of school parking lots or other areas
- 2-11 Use of the CICS network for the purposes of distributing or downloading non-educational material²

Group 2 - Available Interventions and Consequences

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

GROUP 3 - SERIOUSLY DISRUPTIVE BEHAVIOR

Group 3 - Seriously Disruptive Behavior

- 3-1 Gambling – participating in games of chance or skill for money or things of value*
- 3-2 Fighting – physical contact between two people with intent to harm, but no injuries result³
- 3-3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on

² Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible

³ It is not an act of misconduct to defend oneself as provided by the law.

race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability⁴

3-4 Second or more documented violation of a Group 1 or 2 behavior category⁵

3-5 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process

3-6 Forgery – false and fraudulent making or altering of a document or the use of such a document*

3-7 Plagiarizing, cheating and/or copying the work of another student or other source

3-8 Overt display of gang affiliation⁶

3-9 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities (see [CICS Anti-Bullying Policy](#) for full definition before assigning an intervention or consequence)

3-10 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students’ participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature⁷

3-11 Use of the CICS network for a seriously disruptive purpose not otherwise listed in this SCC⁸

Group 3 - Available Interventions and Consequences

- One after-school and/or one Saturday skill building in-school detention
- Work plan or skill building support

⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX

⁵ For example, a student’s first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student’s second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student’s third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

⁶ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

⁷ Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

⁸ Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible

- Skill building In-school suspension
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference
- Students may be subject to out-of-school suspension for three days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community, or
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* Behaviors with an asterisk indicate that the misconduct may be in violation of the law.

GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR

- **4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- **4-2 Extortion – obtaining money or information from another by coercion or intimidation
- **4-3 Assault⁹ – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery
- **4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500
- **4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury
- **4-6 Fighting¹⁰ – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury
- **4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150
- **4-8 Possession, use, sale, or distribution of fireworks
- 4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process
- 4-10 [this code intentionally left blank]
- **4-11 Trespassing on CICS property – entering CICS property when previously prohibited or remaining on school grounds after receiving a request to depart

⁹ An assault may be committed without actually touching, striking or injuring the victim.

¹⁰ It is not an act of misconduct to defend oneself as provided by the law

*4-12 Knowingly or intentionally using the CICS network or information technology devices to spread viruses to the CICS network¹¹

4-13 Possession of any dangerous object as defined by this SCC, first documented behavior

**4-14 Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication during, before, or after school or a school-related function¹²

4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel

4-16 Voluntary sex acts that occur on CICS property or during CICS-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex

Group 4 - Available Interventions and Consequences

- One after school and/or one Saturday Skill building in-school detention
- Work plan or skills building support
- Skill building In-school suspension
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference
- Repeated violations, and/or depending on the circumstances, students may be subject to the maximum penalty of out-of-school suspension for 3 days or less and teacher-parent/guardian conference
- Students may be subject to out-of-school suspension for 3 days or less (plus up to 2 days of skill-building in-school suspensions for a total of 5 days of suspension) when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s)
- Damage to school property may require a cost associated if the parent/guardian signed an Acceptable Use Policy (“AUP”), or on a case-by-case basis as determined by the SMO legal team

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

¹¹ Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

¹² Consider referring students who violate 4-14 for a substance abuse prevention program or counseling

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR

*5-1 Aggravated assault – assault¹³ with a deadly weapon or any assault against school personnel

*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein

*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150

**5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence.¹⁴ Intimidation is behavior that prevents or

discourages another student from exercising his/her right to education, or using force

against students, school personnel and school visitors, including severe acts of

retaliation for reporting non-sexual behavior that includes intimidation, credible

threats of violence, coercion, stalking, or persistent severe bullying. For severe

bullying, see [CICS Anti-Bullying Policy](#) before assigning an intervention or consequence.¹⁵

5-5 [this code intentionally left blank]

*5-6 Gang activity or overt displays of gang affiliation¹⁶

**5-7 Inappropriate sexual conduct, including unwelcome sexual contact, indecent

exposure, and creating and/or transmitting sexually suggestive images and

recordings through and device or medium without permission of persons represented

*5-8 Engaging in or attempting any illegal behavior which interferes

¹³ An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim

¹⁴ Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness

¹⁵ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

¹⁶ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

with the school's
educational process

*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment

*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified

5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC

*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.

5-13 [this code intentionally left blank]

*5-14 Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate other members of the school community. Or hacking (intentionally gaining access by illegal means or without authorization) into the CICS or school network to access student records or other unauthorized information, or to otherwise circumvent the information security system.

*5-15 Willful or malicious destruction or defacing of property or criminal damage to property that results in damages exceeding \$500 or that is done to property belonging to any school personnel

5-16 [this code intentionally left blank]

5-17 [this code intentionally left blank]

5-18 [this code intentionally left blank]

*5-19 Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police

Group 5 - Available Interventions and Consequences

- Maximum of 3 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years
- Students may be subject to out-of-school suspension for 5 days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- The degree of the suspension, whether skill building in-school or out-of-school, as well as length of suspension, shall be determined by school administrators and CICS' Board of Directors or Board Designee
- As a supplement and/or alternative to suspension, school staff may require students to complete of service, with parent/guardian consent, as commensurate with the seriousness of offense(s)

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

GROUP 6 - ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

- *6-1 Use, possession, and/or concealment of a firearm¹⁷/destructive device or other weapon¹⁸ or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm
- *6-2 Intentionally causing or attempting to cause all or a portion of the CICS network to become inoperable^{19 20}
- *6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others
- *6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
- *6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force
- *6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs,

¹⁷ The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

¹⁸ Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon

¹⁹ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

²⁰ Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

narcotics,
controlled substances, “look-alikes”²¹ of such substances, contraband,²² or any other substance used for the purpose of intoxication²³

*6-7 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome oral, anal or vaginal penetration. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily²⁴

*6-8 Aggravated battery (battery that causes great harm, is done with a deadly

weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery

*6-9 Murder – killing an individual without legal justification

*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder

*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine

*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000

Group 6 - Available Interventions and Consequences

- Maximum of 10 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.
- Students may be subject to out-of-school suspension for three days and a maximum of 10 days
- Only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continued presence in school would either (i) pose a threat to the safety of other student, staff or members of the school community or (ii) substantially disrupt, impede, or interfere with the operations of the school.

²¹ “Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

²² Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school

²³ It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention programs or counseling.

²⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

SUSPENSION AND EXPULSION

DEFINITIONS

Skill-Building In-School Suspension: A skill-building in-school suspension is the removal of a student from his/her regular educational schedule, for more than 60 minutes of the school day, to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

STUDENTS IN K-2

CICS Students in grades Kindergarten through Second (“K-2”) will not be expelled, assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School’s CEO/Executive Director may collaborate with CICS or CPS to request additional services to appropriately support the student. Supports may include a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student’s ongoing social, emotional, and academic needs.

A student in grades third through twelfth may be assigned a skill building in-school suspension if:

- 1) Skill building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the misconduct report was (generated in the CICS Student Information system) was provided to the student’s parents/guardians
- 4) The suspension length provided is reasonably applied.

Out-of-School Suspension: An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The principal or designee determines that the student’s attendance at school presents an imminent endangerment to the physical, emotional, or mental

safety of specific students/staff and this threat is documented in the District student information system, or

3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and

4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

5) A copy of the misconduct report (generated in the CICS student information system) was provided to the student's parents/guardians, and

6) The suspension length provided is reasonably applied.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school. Out-of-school suspensions are excused absences.

The school administration must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with principal approval. The student's attendance will still be marked as suspended. The principal must approve any other exception to the out-of-school suspension guidelines.

Expulsion: Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years. A student in grades six through twelve may be referred to an expulsion hearing if the behavior falls within Group 5 or 6 of the SCC. If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for an expulsion hearing for a student in 6th through 12th grade.

The CICS CEO's designee will review the expulsion hearing request and determine whether to move forward with an expulsion hearing, refer the student to an intervention program, or refer the student back to the school for intervention/support.

PROCEDURAL SAFEGUARDS AND RE-ENGAGEMENT PROCEDURES

When a student's misconduct results in the need to suspend, or expel the student, the following procedures shall be followed:

- A. Suspension Not Exceeding Ten School Days: Students suspended for ten school days or less shall be afforded due process in the following manner:
 - o The principal, assistant principal, or dean of students meet with the student to discuss, investigate, and assess the situation.
 - o If a student is found to have violated the SCC in a manner that warrants suspension, the student's infraction will be logged in PowerSchool or the

appropriate Student Information System. The principal, assistant principal, or dean of students determines the logical duration of the suspension and whether the suspension is served skill building in-school or out-of-school.

- The school principal, assistant principal, or dean of students shall immediately notify the student's parent or guardian of the situation and the disciplinary action with a full written statement of specific misconduct, rationale for duration of suspension, and notice to parents/guardians of their right to review. The school principal, assistant principal, or dean of students shall be available for a follow-up conference with the family, if requested.
- All out-of-school suspensions over 3 days require a documented re-entry meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students, will consider ways to prevent future school suspensions, forms of restorative action and supportive intervention strategies to aid in the student's academic success.
- The principal, assistant principal, or dean of students must facilitate a re-engagement meeting for students who are returning from out-of-school suspension of 3 days or more, expulsion, or from an alternative school setting and or hospital stay.
- The principal, assistant principal, or dean of students will determine whether parent or guardian attendance at a re-engagement meeting is recommended or mandatory. Parents and guardians are welcomed to attend all re-engagement meetings involving their students.
- Students can make up work following their suspensions. Upon returning to school, it is the student's responsibility to make up work in a reasonable time proportional to their suspension. A student's academic performance should not be impacted by participation in in-or-out-of-school suspension.
- Students are allowed to respond to allegations prior to suspension.
- The CICS Board or its designee will be provided all information and summaries for suspensions and expulsions.
- For out-of-school suspensions for longer than 3 school days, the school will note in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.
- Within the suspension or expulsion decision, schools will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- A pupil who is suspended in excess of 20 school days may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.
- It is prohibited that any school encourage any CICS student to drop out or transfer.
- Students shall be given oral or written notice of the misconduct allegations against him/her; an explanation of the basis for the accusation; and an opportunity to present his/her recalling of the incident, in writing, to the principal.

If unsatisfied with the response of the school administration, the student and guardian may appeal and present his/her version of events to the appropriate administrative officer of the SMO that manages the school on behalf of the CICS.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full written statement of the reasons for such suspension and a notice of their right to review and appeal. The CICS board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon the receipt of an appeal request of the parents or guardian, the CICS board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review, the parents or guardian of the student may appear and discuss the suspension with the CICS board or its hearing officer. If a hearing officer is appointed by the board, he/she/they shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.

B. Expulsion: Students expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

- CICS will request that the student's parents or guardian appear before the CICS Board or a hearing officer appointed by it. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence.
- The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the CICS Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least one school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student's guardian must be obtained prior to the meeting. The following procedures will be included in an expulsion hearing: school presents more than hearsay evidence to prove allegations, parents/guardians and students are allowed to present evidence and cross-examine witnesses, and separation exists between staff members conducting the expulsion, hearing officer and decision-maker.
- The board/board designee, or a hearing officer appointed by it, at such a meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective.
- If a hearing officer is appointed by the board, he/she shall report to the board a written summary of the evidence heard at the meeting and the board may take such action hereon as it finds appropriate.

- If the board/board designee acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school.
- The expulsion decision shall also include a rationale as to the specific duration of the expulsion.
- An expelled pupil may be immediately transferred to an alternative program in the manner provided by the Illinois School Code, working in conjunction with the CPS Office of Student Adjudication for school placement.
- A student will be expelled for a duration of one year, adjusted on a case by case basis, for bringing the following items to school; firearm, look-alike firearm, knife, brass knuckles, or other knuckle weapon, billy club or any other object used or attempted to be used to cause bodily harm.

Students in grades Kindergarten through fifth grade (“K-5”) may not be expelled. If a K-5th student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Charter School’s CEO/Executive Director may grant an exception and assign an emergency expulsion after parents/guardians have been notified.

If a general education student is expelled from CICS, the student may not return to any CICS school for a definite period not to exceed 2 calendar years. The length of the expulsion will be determined on a case-by-case basis by the CICS Board/Board Designee based on the evidence in each individual case and any mitigating factors. The CICS Board/Board Designee may expel a student with disabilities for a definite period not to exceed 2 calendar years, as determined on a case by case basis only if the procedural safeguards outlined in the next section are followed.

If a parent/guardian and/or student wishes to appeal the expulsion from CICS, there are two options:

First, the parent/guardian and/or student may appeal in writing by sending a letter to the CICS Board before the next regularly scheduled board meeting stating why the parent/guardian and/or student feel the expulsion decision should be overturned. The appeal letter must be received by the date given in the expulsion notice and should be addressed and sent to the Chicago International Charter School office at 11 E. Adams, Suite 600, Chicago, Illinois 60603.

Second, the parent/guardian and/or student may request a meeting with the CICS Board Executive Committee to appeal. If you plan to appeal in person, please email contact@chicagointl.org to schedule an appeal. The Board will then discuss the student and expulsion decision during the executive session and will notify the parent/guardian and student in writing of its decision.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

All procedural safeguards contained in the SCC and this section are equally applicable to those students with 504 plans. For more information, see [Notice of Procedural Safeguards for Discipline of Students with Disabilities and Impairments](#) (2024).

Schools must support the behavioral needs of students with disabilities/impairments. When the behavior of a student with a disability/impairment impedes their learning or the learning of other students, federal law requires schools to consider using positive behavioral interventions and to implement appropriate supports and other strategies to address the behavior.

Students with disabilities/impairments who violate the SCC can be disciplined, consistent with the procedural safeguards²⁵ outlined under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School officials can suspend students with disabilities/impairments for up to 10 consecutive or 10 cumulative school days in one school year (inclusive of Extended School Year (ESY) days). Educational services do not have to be provided to students with disabilities/impairments during these short-term removals unless services are provided to general education students under similar circumstances.

Calculating the 10 school-days of suspension.²⁶ When a student with a disability/impairment is removed from school for a full or partial day without receiving the instruction/services in their IEP/504 Plan, this can contribute to the 10 school-days of suspension. This can include:

- In-school suspensions;
- Out-of-school suspensions;
- Bus suspensions; and
- Informal removals (e.g., requesting that a parent pick a student up early or keep a student home from school following a disciplinary incident).

The following removals do not count toward the 10 school-days:

- Saturday, before-, and after-school detentions; and
- In-school suspensions and lunch detentions if, during the suspension or detention, the student continues to participate in the general education curriculum, continues to receive their IEP services, and continues to participate with non-disabled peers to the same extent as specified in the IEPs.

Administrators are not required to suspend students with disabilities/impairments for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has discretion to suspend students with disabilities/impairments for fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities/impairments in excess of 10 school days in one school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Office of Diverse Learner Supports and Services (773 553-1800) is required. **Without approval from the Office of Diverse Learner Supports and Services, students with disabilities/impairments cannot be suspended in excess of 10 school days.** A school may not suspend a student with a disability/impairment for more than 10 consecutive or cumulative school days in one

²⁵ See the ISBE *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities* for additional information about procedural safeguards for discipline of students with disabilities/impairments.

²⁶ For additional information about disciplinary removals for students with disabilities/impairments, what contributes to the 10 school-days of suspension, and informal removals, see the *Office of Diverse Learner Supports and Services IDEA Procedural Manual* which is available at [cps.edu/odlss](https://www.isbe.net/odlss). See also the *ISBE Position Statement on Informal Removals of Illinois Students* at <https://www.isbe.net/Documents/ISBE-Position-Statement-Informal-Removals-of-Students.pdf>.

school year without providing appropriate educational services per the Student's IEP/504 Plan.

When school officials anticipate a referral for expulsion, including referrals requesting emergency placement pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of a Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing or emergency placement. School must also provide parent/guardian/surrogate parent with a written copy of Illinois State Board of Education's *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities*.
2. At the MDR, the IEP/504 team must:
 - A. Determine whether the misconduct is a manifestation of the student's disability by reviewing all current and relevant information in the student's file, including the student's IEP/504 Plan, evaluation and diagnostic results, information from the parent/guardian, and teacher/staff observations of the student. The behavior is a manifestation of the student's disability if the team finds either or both of the following:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability;
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan (which includes if the student did not consistently receive all services/supports in their IEP/504 Plan)
 - B. Review, and revise if necessary, the student's existing behavior intervention plan (BIP) or develop a functional behavior assessment (FBA/~~BIP~~) and BIP to address the behavior- for which the student is being disciplined.

If the behavior is not a manifestation of the student's disability, school officials may apply the SCC, to the extent they would for students without disabilities, but must continue to provide the student with educational services per their IEP/504 Plan if the removal exceeds 10 school days in one school year. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

If the behavior is a manifestation of the student's disability, a disciplinary change in placement (e.g., expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

While MDRs must be held within 10 school days of a request for emergency placement, students with disabilities/impairments can be emergency placed immediately upon approval of the emergency placement, even if this occurs prior to the MDR. Emergency placements for students with disabilities/impairments can be approved for up to 45 school days regardless of the results of the MDR.

All MDRs are subject to review by the Office of Diverse Learner Supports and Services (ODLSS) and CPS Legal Department.

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters

Razors Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws Crowbars/Metal pipes Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass
- Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades Other explosive substances

Other Objects - these include:

- Blackjack
- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

“Look-Alike” Firearms - these include:

- B.B. guns
- Air guns
- Other objects, including “toys” or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated the SCC. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:

- Baseball bats
- Golf clubs

Personal Grooming Products - these include but are not limited to:

- Nail clippers/files Combs with sharp handles
- Tweezers additional resources

School Supplies - these include but are not limited to:

- Scissors
- Laser pointers
- Pens/Pencils Rulers
- Padlocks/Combination locks Other objects commonly used for educational purposes

SEXUAL MISCONDUCT

Protection under Title IX, a federal law that requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

- Students are guaranteed freedom from sexual harassment and/or sexual violence.

- Students are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).
- If a student is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school, SMO or CICS network staff and the OSP at 773-553-4400. If it is an emergency, call 911.

School, SMO and CICS Network employees must take additional steps to report signs of student abuse including calling the Illinois Department of Children and Family Services and the Office of Inspector General.

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact CPD. When made aware of an allegation of sexual misconduct, including but not limited to, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Office of Student Protections and Title IX at (773) 535-4400 to assist in assessing whether police notification is needed. DCFS mandatory reporter obligations are separate from reporting to CPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD must be notified. Whether the student was in possession of a firearm. If so, CPD must be notified. The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student’s conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student’s behavior.

ACCEPTABLE USE OF TECHNOLOGY POLICY (“AUP”)

This AUP sets forth the standards governing CICS authorized users’ access to local, state, national, and international sources of information through the Internet, the CICS network, and computer and electronic mail (“email”) access. This AUP sets forth the rules under which student users may continue their access to and use of these resources. This AUP promotes the ethical, legal, and school-related use of the Internet, CICS network, email and computer access. This AUP is in compliance with the Children’s Internet Protection Act.

Access to the Internet, CICS network, Wi-Fi and computer and email access is a privilege that is provided to student users for educational purposes. These resources provide students with effective means of communication and research and should be used in a manner that does not violate the CICS school policy and regulations established by the CICS Board.

GENERAL PROVISIONS

For Authorized Users, CICS provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. CICS uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. CICS may make Internet access to e-mail available to students on the CICS networks as an educational resource. It is a general policy of CICS to promote the use of computers in a manner that is responsible, legal and appropriate. Student use of the CICS network is a privilege. A student’s failure to adhere to the Policy will result in the revocation of the student’s access privileges. Should a student’s access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network. All devices remain the property of CICS or CPS, therefore are to only be used as an educational tool, are GPS enabled, and must be returned to CICS immediately upon notification. Furthermore, CICS reserves the right to remotely connect with and disable the device without notice

The Internet is a collection of thousands of worldwide networks and organizations that contain millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk and CICS and the Chicago Public Schools (CPS) and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a student gains access to inappropriate, obscene, pornographic and/or harmful material, CICS, CPS and the City of Chicago will not be liable. To minimize these risks, student use of the Internet, the CICS network, and computer and electronic mail is governed by this Policy. Student users may apply for less restrictive access to the internet to conduct bona fide academic research under the supervision of a teacher or administrator.

USE OF INTERNET, COMPUTER ACCESS, AND ELECTRONIC MAIL

Improper use of the Internet, Wi-Fi, computer access, and electronic mail is prohibited. Uses of the Internet computer access and electronic mail that are prohibited include the following:

- Use of the CICS network for, or in support of, any illegal purposes
- Use of the CICS network for, or in support of, any obscene or pornographic purposes; this includes the retrieving or viewing of any sexually explicit

materials, failing to use the Internet, computer access and email in a manner consistent with this Policy

- Violation of any provisions of the Illinois School Student Records Act, which governs students' right to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores
- Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities
- "Reposting" or forwarding personal communications without the author's prior consent
- Copying commercial software in violation of state, federal or international copyright laws
- Using the CICS network for financial gain or for the transaction of any business or commercial activities
- Plagiarizing (claiming another person's writing as your own) any information gained on or through the CICS network or any other network provider
- Using the CICS network for political lobbying
- Intentionally disrupting the use of the CICS network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in "hacking" of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information
- Disclosing, using or disseminating private or personal information of other students, staff or administrators
- Providing access to the CICS network to violate any provisions of the CICS SCC
- Using a modem to dial into any online service provider, Internet Service Provider (I.S.P) or connect through a Digital Subscriber Line (DSL) while connected to the CICS network, as this poses a security risk to the CICS network
- Using the CICS network for anything related to "cyber-bullying"

CYBER-BULLYING

"Cyber-bullying" means using information and communication technologies to bully. "Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- Deliberately threatens, harasses, intimidates a student, a school employee or any school-related personnel; or
- Places a student, a school employee or any school-related personnel in reasonable fear of harm to a student, a school employee or any school-related personnel or damage to the student, a school employee or any school-related personnel property; or
- Has the effect of substantially disrupting the orderly operation of the school; or
- Teen sexting includes Minors* caught sending nude or indecent photos of other minors via cell phones or computers could get supervision or community service. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender.

REPORTING PROCEDURE AND INVESTIGATION

Any student, school employee or any school-related personnel who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to

believe a pupil or school staff member has knowledge or reason to believe another student, school employee or any school-related personnel is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Principal/designee

The Principal/designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Principal/designee will inform the affected parties of the investigation results.

SOCIAL MEDIA/CHAT ROOM GUIDELINES FOR STUDENTS

Students should adhere to the following guidelines when interacting with social media:

- Be transparent. Your honesty, or dishonesty, will be quickly noticed in the social media environment. Identify yourself by using your real name.
- Be judicious. Make sure that you are not sharing confidential information concerning its staff, students or parents/guardians.
- Write what you know. Ensure that you write and post about your area of expertise. If you are unfamiliar with a subject matter, do the research before commenting.
- Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. Just by identifying yourself as a CICS student, you are creating perceptions about your expertise and about the CICS network. Be sure that all content associated with you is consistent with your work and with CICS' professional standards.
- Be responsible. What you write is ultimately your responsibility. Participation in social media on behalf of CICS is not a right but an opportunity, so please treat it seriously and with respect. Be careful and considerate when dealing with others.
- Take responsibility. If you make a mistake, admit it. Be upfront and make your corrections quickly.
- Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don't. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

Other training opportunities on internet practices will be provided throughout the school year.

GENERAL INFORMATION

The privilege of using the CICS network is free to students of CICS. The student to whom an account on the CICS network is issued is responsible, always, for its proper use. A responsible Student User of the CICS network:

- May keep a free account on the CICS network as long as he or she is a student in CICS
- May use the Internet to research assigned classroom projects
- May use the Internet to send email to other users of the CICS network and to people around the globe
- May use the Internet to explore other computer systems
- Does not give his or her password to another person
- Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and

CICS reserves the right to access all user accounts, at any time, including student email

- Understands the Policy before logging on
- Understands that if the Policy is violated, the student's account on the CICS network will be revoked
- Understands that if he or she is removed from CICS' network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the director of the school; the CICS director's decision shall be final
- Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network

PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK

Prior to the activation of a student's account on the CICS network, the parent or guardian of the student must provide written authorization (located in the school's handbook).

STUDENT ACKNOWLEDGEMENT

All students to whom an account on the CICS network has been assigned shall sign a form acknowledging the requirements of the Policy on student acceptable use and verifying his/her/their successful completion of the CICS Network Internet Orientation.

WAIVER OF PRIVACY, MONITORING, ENFORCEMENT

Users do not have a personal privacy interest in anything created, received or stored on the Internet, CICS network, or electronic mail systems, as these systems are neither secure nor private.

Users expressly waive any right to privacy in anything created, stored, and or received while using CICS computer equipment or Internet access. Users consent to allow CICS personnel to access and review all materials created, stored, sent or received by the User through any of the CICS network or Internet connections.

CICS has the right to monitor and log all aspects of its computer system including, but not limited to, monitoring Internet, CICS network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes, consistent with this Policy.

When a faculty member determines that a student has made an inappropriate use of computer equipment or the Internet the faculty member may remove the student from the CICS network. The student may appeal the decision to the Principal/designee of CICS within 30 days of revocation.

ADDITIONAL CICS STUDENT POLICIES

- [SY24 CICS Anti-Bullying Policy_FINAL.pdf](#)
- CICS also adheres to CPS [Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy](#)

POLICY EVALUATION

Every two years, CICS will conduct policy evaluation to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Chromebook Use Agreement Terms and Conditions of Use

- 1.1. I agree that the Chromebook at all times remains the property of *ReGeneration Schools* and that the Chromebook is provided for my use as a student to assist me in completing educational/academic-related tasks while being enrolled at ReGeneration Schools, CICS Basil
- 1.2. I may use the Chromebook for the length of the current school year.
- 1.3. I agree to keep the Chromebook in good working order and to notify *my classroom teacher* of any defect or malfunction of the Chromebook while in my care.
- 1.4. I will use the Chromebook lawfully and in accordance with *ReGeneration Schools* Acceptable Use Policy (which can be found in the Student and Family Handbook), regarding the ethical use of technology, use of the Internet and the protection of personal data.
- 1.5. I will not sell, assign, transfer or otherwise dispose of the Chromebook.
- 1.6. If my enrollment status changes with *ReGeneration Schools*, or if I breach any of these terms or conditions, *ReGeneration Schools* may revoke this arrangement by informing me to return the device.
- 1.7. I will return the Chromebook to the school in good working order every day.
- 1.8. I will take due care of the Chromebook package at all times, including:
 - a. Not leaving the Chromebook unattended in a public place.
 - b. Not leaving the Chromebook unattended or unsecured in another place in the school.
 - c. Not leaving the Chromebook in plain view in an unattended or unsecured vehicle.
 - d. Not allowing the Chromebook to be accessed by any other person.
 - e. Not allowing the Chromebook to be interfered with, tampered with or altered by a third party or otherwise
 - f. Ensuring due care is taken in the handling, transporting and usage of the Chromebook.
- 1.9. I will not remove, conceal or alter any Chromebook package markings, tags or plates or engrave or mark the Chromebook in any way that will reduce the value of the Chromebook.
- 1.10. If the Chromebook is lost or stolen, I will inform the teacher and file a police report as soon as possible.
- 1.11. I will not allow my network user account and password to be used by anyone other than myself.
- 1.12 I will be responsible for the cost of replacement should a pattern of loss or damage occur. The current cost of a Chromebook replacement is \$150.

Parent/Guardian Signature

Date

Student Signature

Date

Compact for Achievement

ATTENDANCE

- I will ensure that my child comes to school every day on time to begin school at 7:45 AM.
- I understand that if my child is absent more than 10 days per year, he or she may have to repeat his or her current grade.
- I will make sure that my child promptly makes up missed work following absences.
- I understand that an absence is excused only for illness, family emergency, or religious observance and that I must call on the morning of the absence (at the latest) and send a written note of explanation.
- I understand that my child will not earn credit for work missed after unexcused absences, including but not limited to: family vacations, participation at sports tournaments, and attendance at other forms of entertainment.
- I understand that the regular school day ends at 3:30 PM. (Monday – Thursday) and 1:50 PM on Fridays.
- I understand that my child will not be permitted to enter the building before 7:30 AM.

HOMEWORK

- I agree to provide a time and quiet place for study.
- I agree to check my child's homework nightly to ensure that it is complete.
- I agree to read to or with my child every night for at least 20 minutes & sign the reading log.

CODE OF CONDUCT

- I agree to promote and support the rules of behavior as outlined in the Student and Family Handbook.
- I understand that my child may be required to stay after school if he or she behaves in a manner that interferes with the success of his or her peers.
- I understand that my child will be perched if he or she does not attend an assigned behavioral consequence such as detention. (Middle School Only)
- I will come to school for a meeting if my child is suspended, perched, or behaves disrespectfully towards his/her teachers, and I understand that my child will not be allowed to return to class until this meeting occurs.
- I understand that my child may be suspended if he/she behaves in a manner that interferes with the success and/or safety of his or her peers.

PROMOTION POLICIES

- I understand that my child needs to pass all core academic classes in order to be promoted to the next grade.
- I understand that my child will be retained if he or she fails 1 or more core academic classes.
- I will ensure that my child attends Saturday School for additional academic support if required by the school.
- I understand that my child may be required to stay after school for extra help or tutoring.

DRESS CODE

- I will ensure that my child comes to school in uniform, according to guidelines listed in the Student and Family Handbook.
- I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for the appropriate dress to be brought in from home, and/or may receive an automatic detention.

COMMUNICATION

- I agree to support my child's academic work by communicating regularly with my child's teachers and advisor, by scheduling appointments to talk with them as needed, and by attending all Family-Teacher Conferences.
- I agree to promptly sign and return my child's report card and progress reports.
- I agree to attend family meetings and other school-sponsored events on a regular basis.

Parent/Guardian Signature

Date

Student Signature

Date

School Staff Signature

Date

(PLEASE NOTE THAT SIGNATURES ON THIS PAGE ARE ENCOURAGED BUT NOT REQUIRED)

2025-2026 Statement of Understanding

I have received and read a copy of ReGeneration Schools' Student and Family Handbook, including the Notification of Rights under FERPA for Elementary and Secondary Schools, and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions

regarding school policies, I can always ask the principal or other member of the school community for further explanation.

Parent/Guardian Name

Date

Parent/Guardian Signature

Please sign and return this Statement of Understanding within one week of the scholar's first day of school.