

# ReGeneration Schools

CICS Avalon | CICS Basil | CICS Washington  
Park



## **CICS Washington Park Student & Family Handbook 2024-25**

## Table of Contents

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<b>SCHOOL MISSION</b>	<b>4</b>
<b>SCHOOL PROFILE</b>	<b>5</b>
ORGANIZATIONAL STRUCTURE.....	5
CHICAGO INTERNATIONAL CHARTER SCHOOL.....	5
ADMISSION POLICY.....	5
COMMUNICATING WITH THE SCHOOL.....	6
VISITOR POLICY.....	6
SCHOOL LEADERSHIP & LOCATIONS.....	6
<b>SCHOOL CULTURE</b>	<b>8</b>
CHARACTER BUILDING: OUR VIRTUES.....	8
ACADEMICS & LEARNING.....	9
<b>ACADEMIC POLICIES &amp; PROCEDURES</b>	<b>10</b>
STAR AND SLANT SYSTEMS.....	10
DAILY SCHOOL SCHEDULE.....	10
LIFE'S WORK/HOMEWORK.....	11
REPORT CARDS.....	11
PROMOTION TO THE NEXT GRADE.....	11
ATTENDANCE.....	12
PUNCTUALITY & TARDINESS.....	13
EARLY DISMISSAL.....	13
<b>DISCIPLINE</b>	<b>14</b>
DISCIPLINARY PROCEDURES.....	14
<b>DRESS CODE - UNIFORMS</b>	<b>18</b>
BACKPACKS/PURSES.....	23
EXTRA CLOTHING.....	23
<b>FAMILY INVOLVEMENT POLICY</b>	<b>24</b>
HOME-SCHOOL COMMUNICATION.....	24
PARENT/FAMILY CONCERNS.....	25
<b>SCHOOL DAY POLICIES &amp; PROCEDURES</b>	<b>26</b>
ARRIVAL & EARLY MORNING PROCEDURES.....	26
STUDENT MEALS.....	26
HEALTHY EATING STANDARDS.....	23
DISMISSAL & AFTER SCHOOL PROGRAMS.....	28
SCHOOL CALENDAR & CLOSINGS.....	28
<b>SAFETY &amp; SECURITY POLICIES &amp; PROCEDURES</b>	<b>28</b>
CLOSED CAMPUS.....	29
IN CASE OF EMERGENCY.....	29
EMERGENCY DRILLS.....	29
MANDATED REPORTING.....	29
HEALTH & MEDICAL POLICIES.....	30
SMOKE FREE ILLINOIS.....	30
TRANSPORTATION SAFETY/RIDE SHARING.....	30

<b>OTHER INFORMATION &amp; POLICIES</b>	<b>31</b>
STUDENT BELONGINGS.....	31
ELECTRONIC DEVICES AND PHONES.....	32
LOST AND FOUND.....	32
SCHOOL SUPPLIES.....	32
BIRTHDAY CELEBRATIONS.....	32
FIELD TRIPS.....	33
ANIMALS ON SCHOOL PROPERTY.....	33
ACCOMMODATING INDIVIDUALS WITH DISABILITIES.....	33
PARENT BEHAVIOR.....	33
STUDENT RECORDS.....	34
ENGLISH LEARNERS.....	34
STUDENTS WITH DISABILITIES.....	35
STUDENTS IN TRANSITIONAL LIVING SITUATIONS/HOMELESS CHILDREN.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
NOTICE TO PARENTS OF RIGHT TO REQUEST TEACHERS' QUALIFICATIONS.....	35
SCHOOL VISITATION RIGHTS.....	35
OFFENDER COMMUNITY NOTIFICATION LAWS.....	35
ACCESS TO SOCIAL NETWORKING.....	36
EQUAL EDUCATIONAL OPPORTUNITIES.....	36
HARASSMENT PROHIBITED.....	36
GRIEVANCE PROCEDURE.....	37
SURVEYS.....	37
SELLING OR MARKETING STUDENT PERSONAL INFORMATION.....	38
INSTRUCTIONAL MATERIAL.....	38
OTHER RULES.....	38
<b>APPENDIX A: GENERAL SCHOOL INFORMATION</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
NONDISCRIMINATION POLICY.....	<b>ERROR! BOOKMARK NOT DEFINED.33</b>
CICS BOARD MEETINGS.....	33
<b>APPENDIX B: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS</b>	<b>34</b>
<b>APPENDIX C: TITLE I PARENT INVOLVEMENT POLICY</b>	<b>35</b>
Appendix D: Title I COVID 19 Policies.....	35
<b>CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE</b>	<b>43</b>
GROUP 1.....	45
GROUP 2.....	45
GROUP 3.....	46
GROUP 4.....	48
GROUP 5.....	49
GROUP 6.....	51
SUSPENSION AND EXPULSION.....	52
ACCEPTABLE USE OF TECHNOLOGY.....	63
PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS.....	63
<b>CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS) ANTI-BULLYING POLICY</b>	<b>59</b>
COMPACT FOR ACHIEVEMENT.....	68
<b>2023-2024 STATEMENT OF UNDERSTANDING</b>	<b>78</b>

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

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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 Basil, 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 attained 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

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### Organizational Structure

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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, Basil, 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

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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

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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 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, Basil, 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 welcomes 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

1501 E. 83rd Place  
Chicago, IL 60617  
Phone: (773) 721-0858

### CICS Avalon Campus

**K-4 Principal:** Shavon Mathus-Harris  
**5-8 Principal:** Darryl Patteson  
**Director of Operations:** Shameka Williams

1816 W. Garfield Blvd.  
Chicago, IL 60609  
Phone: (773) 778-9455

### CICS Basil Campus

**K-4 Principal:** James Johnstone  
**5-8 Principal:** Martine Louisma  
**Director of Operations:** Emily Hoelting

110 E. 61st St.  
Chicago, IL 60637  
Phone: (773) 324-3300

### CICS Washington Park Campus

**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 Washington Park 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

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### Character Building: Our Virtues

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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 is 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

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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 operates 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

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### STAR and SLANT Systems

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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

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CICS Washington Park 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 (1:50 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 signature. 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

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Report cards are distributed three times during the academic year. At the end of Trimesters 1 and 2, Basil 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

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ReGeneration Schools have tough 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. 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.

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.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP. However, students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons.

## Attendance

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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, and death in the immediate family. . Students must not stay home to babysit their siblings. 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 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.
- **Six Absences in a Year:** If a student is absent 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.
- **Nine Absences in a Year:** If a student is absent 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.
- **Ten or More Absences in a Year:** If a student is absent ten or more times in a year, the student may not be promoted to the next grade (including excused and/or unexcused).

## 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

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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 7:44 a.m. Students arriving at 7:45 a.m. or later are considered tardy.

Students who arrive close to 7:40 a.m. may not have enough time to finish breakfast, since activities such as Morning Circle start promptly at 7:45 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

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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 1:25 PM on Fridays.

## **Discipline**

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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**

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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 offers 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 Washington Park, 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 to 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.

*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.*

The required uniform for students in grades **Kindergarten through 4<sup>th</sup>** is as follows.

Shirts	<ul style="list-style-type: none"> <li>• Navy blue polo-style shirts (may be short or long sleeved)</li> <li>• White or navy blue turtleneck shirts may be worn in the winter months, however, a polo-style shirt must be worn over the turtleneck</li> <li>• All shirts must be tucked securely into pants or jumpers/skirts</li> </ul> <p><i>Note: Undershirts worn under uniform shirts/blouses may only be white, may not have any logos or designs that show through the shirt, and must be tucked in.</i></p>
Pants	<ul style="list-style-type: none"> <li>• Khaki pants/slacks fitted and worn at the waist</li> </ul> <p><i>Note: Shorts/cut-offs will not be permitted.</i></p>
Skirts / Jumpers	<ul style="list-style-type: none"> <li>• Scholar may opt to wear the CICS Washington Park plaid jumper or plaid skirt (navy blue plaid pattern only)</li> <li>• Length of skirt / jumper may not rise more than 3 inches above the knee all the way around the skirt</li> </ul>
Belts	<ul style="list-style-type: none"> <li>• If a scholar chooses to wear a belt, it may only be solid black and fastened securely around the waist</li> </ul>
Sweaters	<ul style="list-style-type: none"> <li>• Solid navy blue sweaters, vests, or cardigans that are free of striping or other color designs may be worn</li> </ul>

	<ul style="list-style-type: none"> <li>Sweaters should be clearly labeled with the student's name on the inside tag</li> <li>The purchased navy blue Washington Park gym uniform sweatshirt may be worn with the student's regular uniform.</li> </ul> <p><i>Note: The temperature in the building fluctuates. Students will not be permitted to wear their jackets during the school day, so all students should come prepared with a uniform sweater to wear.</i></p>
Shoes	<ul style="list-style-type: none"> <li>Solid black business-type shoes</li> <li>Solid black gym shoes <u>may</u> be worn on non-PE days</li> <li>No sandals of any kind</li> <li>Shoes with laces must be tied securely</li> <li>Heels may not be above a half inch in height</li> <li>Snow boots may not be worn during the school day. Students must bring a pair of school shoes to change in to.</li> <li>Pant leg must be worn over the shoe</li> </ul>
Stockings	Solid navy blue or black stockings may be worn with the jumper/skirt

The following dress code restrictions will also be enforced.

Hairstyles	<ul style="list-style-type: none"> <li>Designs of any kind in hair or eyebrows are not allowed</li> </ul>
Make-Up	<ul style="list-style-type: none"> <li>Make up, including lip gloss, is strictly prohibited</li> <li>No body glitter will be allowed</li> </ul>
Jewelry	<ul style="list-style-type: none"> <li>Over-sized and excessive amounts of jewelry are prohibited (this includes rubber bracelets, silly bands, bangles, etc.)</li> <li>Dangling earring are prohibited for safety reasons</li> <li>Body jewelry of any kind is not allowed</li> </ul>
Tattoos	<ul style="list-style-type: none"> <li>Tattoos are expressly prohibited</li> </ul>
Purses	<ul style="list-style-type: none"> <li>Purses are prohibited</li> </ul>

Physical Education (PE) uniforms are required to be worn on the student's assigned PE day.

Shirts	<ul style="list-style-type: none"> <li>Navy blue t-shirts (long or short-sleeved) OR the purchased Washington Park gym uniform shirt</li> </ul>
Pants	<ul style="list-style-type: none"> <li>Solid navy sweat pants/shorts OR the purchased Washington Park gym uniform shorts/pants</li> </ul>
Sweatshirts	<ul style="list-style-type: none"> <li>Solid navy blue sweatshirts OR the purchased Washington Park gym uniform sweatshirts may be worn with the student's gym uniform</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>Solid black shoes only are to be worn</li> <li>Laces must be secured</li> <li>Students will be doing rigorous physical activity, so appropriate shoes should be provided</li> </ul>
Socks	<ul style="list-style-type: none"> <li>Socks must be worn for gym</li> </ul>

### 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.

The required uniform for students in grades **5<sup>th</sup> through 8<sup>th</sup> Grades** is as follows.

Shirts	<ul style="list-style-type: none"> <li>• White, button-up, collared, long or short-sleeved oxford dress shirts or Polos</li> <li>• All shirts must be tucked securely into pants or skirts.</li> <li>• Fridays students are allowed to wear Navy ReGen logo polos</li> </ul> <p><i>Note: Undershirts worn under uniform shirts/blouses may only be white, may not have any logos or designs that show through the shirt, and must be tucked in. Female students may not have colored or patterned bras or undershirts that show through their uniforms. Polo shirts are prohibited.</i></p>
Ties	<ul style="list-style-type: none"> <li>• Students can wear a solid navy blue uniform tie (cross tie or bow ties are also permitted)</li> </ul>
Pants	<ul style="list-style-type: none"> <li>• Khaki pants/slacks fitted and worn at the waist</li> </ul> <p><i>Note: Shorts/cut-offs will not be permitted</i></p>
Skirts	<ul style="list-style-type: none"> <li>• Scholars may opt to wear the CICS Washington Park plaid uniform skirt   Khaki Skirts are permitted</li> <li>• Length of skirt may not rise more than 3 inches above the knee all the way around the skirt</li> </ul> <p><i>Note: Plaid jumpers will not be permitted.</i></p>
Belts	<ul style="list-style-type: none"> <li>• If a scholar chooses to wear a belt, it must be solid black and fastened securely around the waste.</li> </ul>
Sweaters	<ul style="list-style-type: none"> <li>• Solid navy blue sweaters or cardigans that are free of striping or other color designs may be worn. Preferably the CICS Washington Park logo embroidered.</li> <li>• Sweaters should be clearly labeled with the student's name on the inside tag</li> <li>• The purchased navy blue Washington Park gym uniform sweatshirt may be worn with the student's regular school uniform</li> </ul> <p><i>Note: The temperature in the building fluctuates. Students will not be permitted to wear their jackets during the school day, so all students should come prepared with a uniform sweater to wear. Sweaters may not be draped over shoulders or tied at the waist. No hoodies are permitted.</i></p>
Shoes	<ul style="list-style-type: none"> <li>• Solid black business-type shoes</li> <li>• Gym shoes <u>may be</u> worn on regular uniform days if they are <b>all black</b></li> <li>• Shoes with laces must be tied securely</li> <li>• Heels may not be above a half inch in height</li> <li>• Pant leg must be worn over the shoe</li> </ul> <p><i>Note: The only exceptions to color are gold or silver buckles on the dress shoes only, which are acceptable. Other than gold or silver buckles, not a speck of any other color will be allowed on the black dress shoes. If you are using the same pair of shoes for gym and regular uniform days, the shoes must be all black only.</i></p> <ul style="list-style-type: none"> <li>• <i>Dress shoes include oxfords, monk shoes, ballet flats, and loafers.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Studs, glitter, chains, etc. are not allowed. Shoes should be close-toed, and if they have heels, they may not be above a half inch</i></li> <li>• <i>Snow boots, sandals, flip-flops, stilettos, and platform shoes are not permitted. If students wear boots to school during the winter months, they must change into the appropriate uniform shoes when they arrive and keep them on throughout the entire school day.</i></li> </ul>
Stockings	<ul style="list-style-type: none"> <li>• Solid navy blue or black stockings may be worn with skirts</li> </ul>

### Middle School PE Uniform Guidelines:

Physical Education (PE) uniforms are required to be worn on the student's assigned PE day.

Shirts	<ul style="list-style-type: none"> <li>• Solid colored, short or long sleeved <b>navy</b> t-shirts OR the purchased <b>navy</b> Washington Park gym uniform shirt</li> </ul> <p><i>Note: No polo shirts are permitted. Students may not wear anything underneath their gym shirts except <b>one white short-sleeved T-shirt.</b></i></p>
Pants	<ul style="list-style-type: none"> <li>• Solid navy sweat pants solid navy-blue knee length shorts OR the purchased Washington Park gym uniform shorts/pants</li> <li>• No other coloring is allowed on the sweatpants or shorts</li> </ul>
Sweatshirts	<ul style="list-style-type: none"> <li>• Solid navy blue sweatshirts OR the purchased Washington Park gym uniform sweatshirts may be worn with the student's gym uniform</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>• Gym shoes must be solid black. Not a speck of any other color.</li> <li>• Laces must be secured.</li> </ul>
Socks	<ul style="list-style-type: none"> <li>• Any color sport socks may be worn</li> </ul>

### Additional Middle School Uniform Guidelines:

The following dress code restrictions will also be enforced.

Headbands	<ul style="list-style-type: none"> <li>• Solid white, navy blue, or black headbands may be worn and must be less than 4 inches in width. No patterns, prints, or other colors besides navy blue plaid are allowed.</li> </ul> <p><i>Note: No hats or other head coverings are permitted, including scarves, hairnets, and bandanas anywhere inside a building at any time, except where mandated by legitimate religious requirements or with a medical note. Scarves cannot be worn with the school uniform while in the building, except where mandated by legitimate religious requirements or with a medical note.</i></p>
Make-Up	<ul style="list-style-type: none"> <li>• No make-up is permitted, including lipstick or colored lip gloss</li> </ul>
Jewelry	<ul style="list-style-type: none"> <li>• Bracelets are limited to one per wrist</li> <li>• Stud earrings only</li> <li>• Visible body piercings, tongue piercings, or <b>bandages covering piercings are not permitted.</b> <i>If students want to get their ears pierced, they must be healed enough by the start of the school year that bandages are not necessary.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Necklaces must be either very short, or tucked inside the shirt if they are long.</li> </ul>
Tattoos	<ul style="list-style-type: none"> <li>• No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.</li> </ul> <p><i>Note: Students who have drawn on themselves, whether at school or at home, will earn a \$10 Dress Code deduction (more details on this below).</i></p>
Hair	<ul style="list-style-type: none"> <li>• Designs of any kind</li> </ul>

### **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**

All scholars must bring their backpack to school for their Life's Work and other assignments. Roller bags are not permitted, except where mandated with a medical note. Backpacks are unpacked and stored throughout the school day. Along with backpacks, purses are not permitted to be worn during the school day.

### **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

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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 book stores.
- 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

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

1. **School Messenger** – 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 the next Monday.
6. **Progress Reports** – The school will send home progress reports periodically. We will always send a School Messenger 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

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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 Phones:** Students are not allowed to use cell phones 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

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### Arrival & Early Morning Procedures

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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

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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 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

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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**

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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.

### **Afterschool Fees**

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

### **Extended Care**

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

## **School Calendar & Closings**

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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 follows the same

cancellation policies as Chicago Public Schools. If CPS is closed or delayed, so is the individual campus.

## Safety & Security Policies & Procedures

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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

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

### In Case of Emergency

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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

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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 School Messenger 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

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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**

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ReGeneration Schools provides 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**

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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

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### *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

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### 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 (Yugio 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**

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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**

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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 7:40AM 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**

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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**

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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**

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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**

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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**

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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

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Parents are expected to model good behavior for the children. All concerns may be brought to the Principal and discussed professionally. However, ReGeneration Schools does 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

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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

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ReGeneration Schools offers 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

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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 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)

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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

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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

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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

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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

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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/](http://www.isp.state.il.us/sor/); Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/); and Frequently Asked Questions Concerning Sex Offenders, [www.isp.state.il.us/sor/faq.cfm](http://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

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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

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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 equivalency among the campuses.. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency 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

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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

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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

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Students, parents, employees, and community members should notify ReGeneration Schools if they believe ReGeneration Schools has 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

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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**

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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**

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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**

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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;

Communications 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.

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## **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](http://www.ascr.usda.gov/complaint_filing_cust.html) and at any USDA office, or write 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  
program.intake@usda.gov  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410
- (2) fax: (202) 690-7442 (3) email:

This institution is an equal opportunity provider.



## Appendix A: General School Information

### **Nondiscrimination Policy**

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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**

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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 videoconferencing 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 videoconferencing 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

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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 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

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CICS Avalon, Basil, 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, Basil, 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

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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

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**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

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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 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 provider, 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 2023-2024**

Chicago International Charter School  
Student Code of Conduct

Updated July  
2023

<u>CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT</u>	<u>3</u>
<u>GROUP 1 - INAPPROPRIATE BEHAVIORS</u>	7
<u>GROUP 2 - DISRUPTIVE BEHAVIOR</u>	8
<u>GROUP 3 - SERIOUSLY DISRUPTIVE BEHAVIOR</u>	9
<u>GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR</u>	12
<u>GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR</u>	14
<u>GROUP 6 - ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR</u>	17
<u>SUSPENSION AND EXPULSION</u>	<u>19</u>
Definitions	19
PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES /IMPAIRMENTS	24
<u>REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS</u>	<u>26</u>
<u>SECTIONS 4-13 AND 5-11</u>	<u>26</u>
<u>SEXUAL MISCONDUCT</u>	<u>28</u>
CHICAGO INTERNATIONAL CHARTER SCHOOL ANTI-BULLYING POLICY	29
Definitions	31
Notification	33
Referrals	35
<u>ACCEPTABLE USE OF TECHNOLOGY</u>	<u>35</u>
I. <u>GENERAL PROVISIONS</u>	<u>36</u>
II. <u>USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL</u>	<u>36</u>
<u>Cyber-Bullying</u>	<u>37</u>
<u>Reporting Procedure and Investigation</u>	<u>38</u>
<u>Social Media/Chat Room Guidelines for Students</u>	<u>38</u>
III. <u>GENERAL INFORMATION</u>	<u>38</u>
IV. <u>PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK</u>	<u>39</u>
V. <u>STUDENT ACKNOWLEDGEMENT AND INTERNET TEST</u>	<u>39</u>
VI. <u>WAIVER OF PRIVACY, MONITORING, ENFORCEMENT</u>	<u>39</u>

## CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT

The Chicago International Charter School ("CICS") expects 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 college preparatory education 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. CICS addresses misbehavior on an individual basis and considers the student's individual circumstances and any mitigating factors.

The CICS Student Code of Conduct ("SCC") applies to students at all times during the school day, before and after school, while on school property, while traveling to and from school or a CICS sponsored event, while wearing CICS attire, at all CICS sponsored events, while using the CICS network, and when the actions affect the mission of CICS.

The CICS Student Code of Conduct also applies for severe acts of misconduct (Group 5 or 6 behavior), which occur off-campus or during non-school hours, and the severe act of misconduct disrupts the safe, secure and positive learning environment and poses a threat to the orderly education process at CICS. This also includes seriously inappropriate behavior on social networking websites that disrupts the orderly educational process at CICS.

Each discipline case will carry its own merit and will be adjudicated per the facts accompanying the case. CICS' 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
- Attitude of a student
- Cooperation of parents or guardian
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases, CICS, with parent/guardian consent, may deem screening and referrals for drug/alcohol counseling as a necessary component of the disciplinary action. 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.

## **Rights and Responsibilities**

### **Students have the right and responsibility to:**

- be respected as an individual and treated courteously, fairly and respectfully by other students and CICS 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 staff about any dangerous behavior or bullying that occurs on a CICS campus, on the way to and from school, or in the CICS community;
- be informed, in compliance with State law, before a law enforcement officer, school resources 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 Student Code of Conduct; 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 have the right and responsibility to:**

- be actively involved in their child's education;
- be treated fairly and respectfully by CICS staff;
- be respectful and courteous to CICS 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 staff;
- assure their child brings to school only those things that are appropriate in a school setting;
- work with CICS 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.

**CICS 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 CICS policies, rules, and Student Code of Conduct, including preventive and positive disciplinary policies.

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 degree of disruption to the learning environment.

- **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.

***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 for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the CICS 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 campus may adopt a dress code policy that forbids 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 detentions or excluded from extracurricular activities, but may not be barred from attending class. 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.

### Bias-based/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 and interferes with their 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 Bias based behaviors by students. In the event that an investigation substantiates an allegation of Bias-based behavior, school leaders or designees should assign 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 campus 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, Rules, and Contracts

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.

<b>GROUP 1 - INAPPROPRIATE BEHAVIORS</b>
<b>Group 1 - Inappropriate Behaviors</b>
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 (3 or more incidents per semester) 1-7 Use of the CICS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials <sup>1</sup> 1-8 Unauthorized use or possession of cellular telephones or other information technology devices

<sup>1</sup> 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.

**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
- Behavior contract/behavior report card

Repeated violations and depending on the circumstances, be subject to the **maximum penalty of a one-day, Skill building in-school suspension.**

- As a supplement and/or alternative to suspension, school staff may require students to complete between one and eight hours of public service, with parent/guardian consent, as commensurate with the offense's seriousness.

***GROUP 2- DISRUPTIVE BEHAVIOR***

**Group 2 - Disruptive Behavior**

- 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 material<sup>2</sup>

**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
- Behavior contract/behavior report card

Repeated violations and depending on the circumstances, be subject to the **maximum penalty of a one-day, Skill building in-school suspension.**

- As a supplement and/or alternative to suspension, school staff may require students to complete between one and eight hours of public service, with parent/guardian consent, as commensurate with the offense's seriousness.

***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 result<sup>3</sup>

3-3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability<sup>4</sup>

<sup>2</sup> 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

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

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

- 3-4 Second or more documented violation of a Group 1 or 2 behavior category<sup>5</sup>
- 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 affiliation<sup>6</sup>
- 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 nature<sup>7</sup>
- 3-11 Use of the CICS network for a seriously disruptive purpose not otherwise listed in this SCC<sup>8</sup>

**Group 3 - Available Interventions and Consequences**

- One after school and/or one Saturday Skill building in-school detention
- Work plan or skills building

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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
- 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 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
  - Disruption to the operation of the school.
- The degree of the suspension, whether Skill building in-school or external, as well as length of suspension, shall be determined by CICS' Board of Directors or Board Designee.
- As a supplement and/or alternative to suspension, school staff may require students to complete between three and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).
- Students in grades Kindergarten through second ("K-2") may not be assigned 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 Charter School's CEO/Executive Director may grant an exception and assign an emergency one-day out-of-school suspension after the student's parent/guardian has been notified.

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

## **GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR**

### **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 Assault<sup>9</sup> – 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 Fighting<sup>10</sup> – 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
- \*4-12 Knowingly or intentionally using the CICS network or information technology devices to spread viruses to the CICS network<sup>11</sup>
- 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 in or before school or a school-related function.<sup>12</sup>

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

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

<sup>11</sup> 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.

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

- 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
- 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 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
  - Disruption to the operation of the school
- The degree of the suspension, whether Skill building in-school or external, as well as length of suspension, shall be determined by CICS' Board of Directors or Board Designee
- As a supplement and/or alternative to suspension, school staff may require students to complete between three and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s)
- Students in grades Kindergarten through second ("K-2") may not be assigned 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 Charter School's CEO/Executive Director may grant an exception and assign an emergency one-day out-of-school suspension after the student's parent/guardian has been notified
- 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.

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

## **GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR**

### **Group 5 - Most Seriously Disruptive Behaviors**

- \*5-1 Aggravated assault – assault<sup>13</sup> with a deadly weapon or done by a person who conceals his/her identity, 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.<sup>14</sup> 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.<sup>15</sup>
- 5-5 [this code intentionally left blank]
- \*5-6 Gang activity or overt displays of gang affiliation<sup>16</sup>
- \*\*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 with the school's educational process

<sup>13</sup> 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

<sup>14</sup> 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

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

<sup>16</sup> 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.

- \*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 or campus community. Or hacking (intentionally gaining access by illegal means or without authorization) into the CICS or campus 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 10 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to CICS Crisis Management, 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 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
  - Disruption to the operation of the school
- The degree of the suspension, whether Skill building in-school or external, as well as length of suspension, shall be determined by CICS' Board of Directors or Board Designee
- As a supplement and/or alternative to suspension, school staff may require students to complete between three and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s)
- Students in grades Kindergarten through second ("K-2") may not be assigned 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 Charter School's CEO/Executive Director may grant an exception and assign an emergency one-day out-of-school suspension after the student's parent/guardian has been notified

\* 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**

### **Group 6 - Illegal and Most Seriously Disruptive Behavior**

- \*6-1 Use, possession, and/or concealment of a firearm<sup>17</sup>/destructive device or other weapon<sup>18</sup> 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<sup>19 20</sup>
- \*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, narcotics, controlled substances, “look-alikes”<sup>21</sup> of such substances, contraband,<sup>22</sup> or any other substance used for the purpose of intoxication<sup>23</sup>
- \*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 voluntarily<sup>24</sup>
- \*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

<sup>17</sup> 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.

<sup>18</sup> 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

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

<sup>20</sup> 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.

<sup>21</sup> “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.

<sup>22</sup> 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

<sup>23</sup> 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.

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

- \*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 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
  - Disruption to the operation of the school.
- The degree of the suspension, whether Skill building in-school or external, as well as length of suspension, shall be determined by CICS' Board of Directors or Board Designee.
- As a supplement and/or alternative to suspension, school staff may require students to complete between three and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).
- Students in grades Kindergarten through second ("K-2") may not be assigned 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 Charter School's CEO/Executive Director may grant an exception and assign an emergency one-day out-of-school suspension after the student's parent/guardian has been notified

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

## SUSPENSION AND EXPULSION

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### 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.**

**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

**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.

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 principal 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 School Director approval. The student's attendance will still be marked as suspended. The School Director must approve any other exception to the out-of-school suspension guidelines.

Students in grades pre-kindergarten through second may NOT be assigned Skill building in-school or out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the CICS Managing Director of Governance or designee may grant an exception and assign an emergency one-day in school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop 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

Expulsion: Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.

- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for Student Adjudication review for a student in 6th through 12th grade or for any student violating section 6-1; a school principal may request an expulsion hearing for a student committing any other Group 6 behavior.
- The 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:
  - The school director, assistant director, or dean of students of the school meet with the student to discuss, investigate, and assess the situation.
  - If a student is found to have violated the Code of Conduct in a manner that



warrants suspension, the student's infraction will be logged in PowerSchool or the appropriate Student Information System. The school director, assistant director, or dean of students of the school determines the duration of the suspension and whether the suspension is served Skill building in-school or out-of-school.

- The school director, assistant director, or dean of students of the school 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 director, assistant director, or dean of students of the school shall be available for a follow-up conference with the family, if requested.
- A behavioral contract containing specific behavior expectations may be drawn up and signed by the student, parent/guardian and school director, assistant director, or dean of students of the school during a re-engagement meeting. In developing a re-engagement plan, the school director, assistant director, or dean of students of the school, 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 school director, assistant director, or dean of students of the school must facilitate a re-engagement meeting for students who are returning from out-of-school suspension, expulsion, or from an alternative school setting and or hospital stay.
- The school director, assistant director, or dean of students of the school will determine whether parent attendance at a re-engagement meeting is recommended or mandatory. Parents 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.
- Students are allowed to respond to allegations prior to suspension.
- The school Board or its designee will be provided all information and summaries for suspensions and expulsions.
- For out-of-school suspensions for longer than 4 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, school 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 student to drop out.
- The student shall be given oral or written notice of the charges against him/her;

an explanation of the basis for the accusation; and a chance to present his/her version of the incident, in writing, to the campus director.

**If unsatisfied with the response of the campus director, the student and guardian may appeal and present his/her version of events to the appropriate administrative officer of the school management organization that manages the campus on behalf of the Chicago International Charter School.**

**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 school 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 school board or hearing officer appointed by it shall review such action of the school director, assistant director, or dean of students. At such review, the parents or guardian of the pupil may appear and discuss the suspension with the board or its hearing officer. If a hearing officer is appointed by the board, he 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 of Directors 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 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 pupil 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 sixth (“K-6”) may not be expelled. If a K-6 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 have been notified.

If a general education student is expelled from CICS, the student may not return to any CICS campus 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 of Directors 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 call 312-651-5000 or email [contact@chicagointl.org](mailto: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 ISBE [Notice of Procedural Safeguard for Parents/Guardians of Students with Disabilities](#) (November 2018).

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the

**10-day limit.** Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, Skill building in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities more than 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension more than 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10-school day limit on out-of-school suspensions will continue to apply.

**When school officials anticipate a referral for expulsion, 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 an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. CICS must also provide a parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
  - a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
    - i. The conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
    - ii. The conduct in question was the direct result of the school's failure to implement the student's IEP.
  - b. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan (BIP) must address the misconduct for which the student is being disciplined.

**If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.**

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

**All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.**

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

SECTIONS 4-13 AND 5-11

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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**

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**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, 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. DCF's 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.<sup>2</sup> 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
- The student's age. For a student in fifth (5th) grade or below, school staff must consult with the Managing Director of Governance(312-651-0001) prior to reporting the act to CPD.

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 school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

## Chicago International Charter School Anti-Bullying Policy

### Purpose

A safe and civil school environment is necessary for students to learn and achieve. Chicago International Charter Schools (CICS) promotes a safe and secure learning environment for all students and takes allegations and reports of bullying very seriously. If you suspect your child is being bullied, please contact an administrator or your child's teacher. The sooner the school knows, the sooner the school can intervene and work to improve the situation.

**Bullying can cause physical, psychological, and emotional harm to students and can interfere with their ability to learn and participate in school activities. The CICS Board, in conjunction with all CICS campus staff, work to provide a non-threatening and non-violent environment for all students.**

**The definitions for 'bullying' and 'cyber-bullying' are found on the next page of this document.**

**The bullying of one student by another student on school property, in school vehicles, at designated school bus stops, at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology or devices of a local school system is prohibited.**

**CICS and school leadership asks every CICS student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:**

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

**Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects CICS students against bullying and harassment on the basis of actual or perceived race or ethnicity, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), genetic information, unfavorable discharge from military service, political belief or affiliation, or on the basis of a person's association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are part of the lesbian, gay, bisexual, and transgender community. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.**

**Bullying and harassment is prohibited:**

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property, on school buses or other Board-provided transportation, and to and from school while in school uniforms.
3. through the transmission of information from a CICS computer or computer network, or other electronic school equipment;
4. when communicated through any electronic technology or personal electronic device while on school property, on school buses or other CICS provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5. when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation; when it is a CICS



Student Code of Conduct (SCC) Category II behavior that occurs off campus but seriously disrupts any student's education.

## Definitions

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**"Bullying" means any severe or pervasive (repeated over time) physical or verbal actor conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:**

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

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the CICS Student Code of Conduct. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

**"Cyber-bullying" means using information and communication technologies to bully. This definition does not include cyber-bullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program. The school is not responsible for cyber bullying that occurs off of school property. CICS asks parent(s) and/or guardian(s) to monitor personal devices at home to ensure that students are not engaging in cyber bullying.**

**"Retaliation" means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.**

**"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying. A peer conflict is an argument or disagreement between two students. They typically are not recurring situations where one student is taking advantage or hurting another.**

### Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Director /Designee as quickly as possible. Reports can be submitted to the CICS Director/Designee (contact information for the Director/Designee is available on the CICS Campus website). Bullying report template can be found in Attachment A. Every report MUST be captured in PowerSchool for reporting purposes in accordance with state law. No disciplinary action will be taken on the sole basis of an anonymous report. Parent(s) and/or guardian(s) are asked to monitor their children's personal devices at home to ensure that they are not engaging in bullying and/or cyber-bullying, via Facebook, Instagram and other social media.

### Investigation

1. Ensure safety. The Principal or his/her designee will provide immediate support to any targeted student(s) to ensure safety.
2. The Director shall select a campus representative knowledgeable about bullying prevention and intervention to perform the investigation.
3. Investigation of a bullying incident to the maximum extent possible shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Director grants an additional 5-day extension due to extenuating circumstances. The Director/Designee shall document the extension in the investigation report and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation reports as soon as possible.
4. The investigation shall include:
  - a. Identifying the alleged perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
  - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
  - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
  - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety far from the target and other students who have been impacted.
  - e. When appropriate, preparing a Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.
5. Document the details of the investigation.

6. All relevant information shall be transmitted into PowerSchool for tracking purposes in accordance with the guidelines, including information identifying the areas of the Campus where bullying occurred, the type of bullying utilized and any bystander intervention or participation.

## Notification

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On the same day the investigation is initiated, consistent with federal and state laws and rules governing student privacy rights, the Director/Designee shall report to the parent/legal guardian of all known involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool. Upon notifying the parent/legal guardian of the occurrence of any alleged incident of bullying, the Director/Designee shall also discuss with the parent/legal guardian, as appropriate, the availability of social work services, counseling, school psychological services, other interventions and restorative measures. When the investigation is complete, the Director/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the school director/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying. If the investigation results in the imposition of consequences, the Director/Designee may advise the parent/legal guardian of students other than the perpetrator that the CICS Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

If the target or perpetrator is a student with a disability, the school shall consider convening the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly.

### Assigning interventions and/or Consequences

Many peer conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. CICS campuses should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or restorative consequence can be used with fidelity.

**“Restorative measures” means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that**

- (i) are adapted to the particular needs of the school and community,
- (ii) contribute to maintaining school safety,
- (iii) protect the integrity of a positive and productive learning climate,
- (iv) teach students the personal and interpersonal skills they will need to be successful in school and society,
- (v) serve to build and restore relationships among students, families, schools, and communities, and
- (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
- (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

**When an investigation determines that bullying occurred, the Director/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Director/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:**

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notices an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notices a more positive climate in the areas where bullying incidents were high.

**CICS prohibits reprisal or retaliation, in any form, against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Director/Designee after consideration of the nature, severity and circumstances of the act.**

**CICS prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may include, but are not limited to, positive behavioral interventions and disciplinary action when deemed necessary.**

## Referrals

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Upon completion of the investigation, the Director/Designee shall consider referring students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work services, restorative measures, social-emotional skill building, counseling, community-based services or school psychological services within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

Following a bullying incident, school staff will be assigned to create and implement a plan that will restore a sense of safety for the targeted student and other students who have been impacted. The team will then determine any other interventions that may be appropriate. Upon completion of the investigation, the Director/Designee shall consider asking a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

### 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.

## ACCEPTABLE USE OF TECHNOLOGY

This Student Acceptable Use Policy ("Policy") sets forth the standards governing Chicago International Charter School (CICS) authorized users' access to local, state, national, and international sources of information through the Internet, the CICS network, and computer and electronic mail ("e-mail") access. This Policy sets forth the rules under which student users may continue their access to and use of these resources. This Policy promotes the ethical, legal, and school-related use of the Internet, CICS network, electronic mail and computer access. This Policy is in compliance with the Children's Internet Protection Act.

Access to the Internet, CICS network, Wi-Fi and computer and electronic mail 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 of Directors.

## **I. GENERAL PROVISIONS**

**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.

## **II. 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 Code of Conduct
- 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

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**“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: 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:**

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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 school director or designee.

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

## **Social Media/Chat Room Guidelines for Students**

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- 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.
- Your responsibility: 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 given throughout the school year.**



### **III. 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 e-mail 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

### **IV. 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).

### **V. STUDENT ACKNOWLEDGEMENT AND INTERNET TEST**

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 or her successful completion of the CICS Network Student Internet Orientation.

### **VI. 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 Director of CICS within 30 days of revocation.

## 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)***

## 2023-24 Statement of Understanding

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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.

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\_\_\_\_\_  
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.**