



**DISTINCTIVE
SCHOOLS**

COMMIT. CREATE. COLLABORATE.

Student & Family Handbook

2019-2020

Welcome to the 2019-2020 School Year!

Dear CICS West Belden Families,

Welcome to the 2019-2020 school year! We are honored that you have made the choice to be a part of our school community, and we are committed to building a strong home-school partnership with you; we recognize how critical this partnership is to ensure the success and well being of each child in your family we serve. We believe that our students' academic, social, and emotional needs are best met when we work in partnership to provide a consistent, safe, nurturing, and intellectually challenging school environment. We are excited to have each of you be part of our community of learners, and look forward to working together to ensure that this year is a wonderful experience for your child and family.

Our goal is to provide the very best education possible to students in Chicago. Every member of our faculty and staff is committed to supporting every student to develop the skills, knowledge, and agency required for future academic and career success. We know you share this ambitious goal for your child as well, and we are honored that you have chosen CICS West Belden as your child's school. In order to work as a team, and to promote consistency in our children's lives, we ask that you take some time to review this student-family handbook. The policies and procedures are built to guide our practice and to establish a school environment that allows each child to thrive. The handbook lays out the rules we live by in our schools, and the clear expectations we set for our students—and what we ask of our families—to enable us to consistently and fairly treat each and every student with dignity and respect.

Please take some time to carefully review and discuss this handbook with each child in your family who is joining our school community. We recognize that each of us—parents, teachers, student support team members and administrators—must work together as a team to meet the needs of our children. Strong, consistent messaging between school and home sets a positive tone for expectations and outcomes. To confirm that you have reviewed this handbook and agree to follow the school's rules and guidelines, please sign the confirmation page and return it to your child's teacher. If you have questions, or if you would like to discuss any part of this handbook, please reach out to us. We are always happy to work collaboratively with our families to ensure a great learning environment for our children.

I am joined by the entire Distinctive Schools team in looking forward to celebrating your child's many successes with you as the 2019-20 academic year unfolds.

Warm regards,

Scott Frauenheim

CEO
Distinctive Schools

Student and Family Handbook Confirmation Page

In this student and family handbook, we strive to clearly share our CICS West Belden expectations so that all our students understand what it takes to be successful. We rely on strong communication among students, parents and school, and we ask that students and parents sign this page to indicate that the handbook has been received, and that they have had the opportunity to review it and discussed it at home. Thank you for partnering with us, and best of luck this year!

I verify that I have read and discussed the contents of this student and family handbook.

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

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Handbook Purpose:

The 2019-2020 CICS West Belden Family-Student Handbook is a resource and guide for Distinctive Schools families to ensure strong home-school partnership. The handbook provides detailed information about Distinctive Schools' academic and behavioral expectations, policies and procedures. The resource is intended to provide guidance and context to ensure students' success. Parents will be asked to review the handbook, and to return the signed agreement page affirming and accepting the school's rules and expectations. Our campus Directors will be sharing the handbook with all families. In the event of a policy or procedure change that occurs during the year, campus Directors will clearly communicate that change with families.

Distinctive Schools Overview:

Distinctive Schools is a network of public charter schools serving over 3000 kindergarten through 8th grade students across eight campuses in Chicago, IL and metro Detroit, MI. We are proud of our long-standing track record of being a high performing, public charter network, and we recognize that how we support our students is as important as the academic results we achieve. Our aim is to engage families to collaboratively support our students' academic, social, and emotional development and to ensure their success for bright futures.

Behind the scenes, the Distinctive Schools Network Office provides rich support and expertise to each of its campuses. The network office oversees all things related to the funding of this work, managing real estate, and implementing efficient school operations to always meet or exceed state requirements. Members of the network team manage and support the school's technology infrastructure, assessment data and analysis, staff and student recruitment, communication and public relations. Additionally, the the network office is responsible for Distinctive Schools' educational program and provides staff development opportunities to ensure continuous improvement. All members of the Distinctive Schools team are driven by the conviction that students learn in different ways, and that all students can achieve at high levels. Our schools are positive and purposeful places to learn and grow, and our dedicated staff members create lively, engaging classroom experiences that challenge and inspire our students. We take our work very seriously and ask you to make an equally serious commitment to the expectations of our school community in order to ensure both a successful school year and a successful academic future for your child.

Mission

The mission of Distinctive Schools, an educational practice leader committed to social justice and the elevation of access and achievement in underserved communities, is to support each child in becoming an engaged and curious learner, a confident self-advocate, and a creative problem-solver by setting high expectations and nurturing a positive culture that honors diversity, collaboration, and optimism.

Vision

We will innovate, trailblaze, and collaboratively lead a public education transformation that positively impacts the greater education community and ensures that each and every one of our Distinctive Schools students thrive in college, career and life.

Values

Culture: We value and protect our positive, high-energy culture built on optimism, meaningful relationships, transparency, and mutual accountability as we collaboratively serve our school communities.

Innovation: We imagine and incubate new ideas and actively encourage risk-taking, inquiry, entrepreneurial thinking, and learner-agency.

Wellness: We nurture and strengthen the social, emotional, and physical well-being of each member of our school community and intentionally develop habits of success.

Social Justice: We prioritize and engage in the work of equity and access and boldly promote and protect the rights of others.

Diversity Statement

At Distinctive Schools, we value diversity. We recruit, retain, and support a diverse talent pool that is representative of our school community. We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives. We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way. We believe that diverse perspectives are critical to student growth and achievement and instrumental in fulfilling our vision and mission.

Statement in Support of Immigration Rights

Since our founding in 2011, Distinctive Schools has been a welcoming community for all students, families, and team members. A sense of social justice and a fierce commitment to educational equity is central to our organization and schools. We know that together, we can support each other, and raise our voices for justice, tolerance, and a more inclusive nation. Distinctive Schools takes the safety of its students, team members, and greater community seriously – diversity, equity, inclusivity, respect are foundational elements of our communities. Recent Federal immigration policies have heightened the concerns of all of us. We stand with our immigrant students and their families. We firmly believe that the safest and most beneficial place for our students is a classroom alongside their fellow students where they can work toward a bright future. The strength of Distinctive Schools lies in its diversity where each student is supported and loved:

- Regardless of citizenship and/or immigration status, each of us has certain fundamental rights under the United States Constitution and under State and Federal laws. Among these rights is a simple one: All children in the United States have the right to a free and appropriate public education.
- We maintain a safe place for all students and their families—as well as our broader community. Distinctive Schools does not, and will not, monitor the immigration or citizenship status of our students; under law we are not obligated to monitor the citizenship status of our students. We do not share private educational records with immigration officials unless required by a court order or authorized in writing by a parent, guardian, or adult student.
- Distinctive Schools campuses are not routinely open to public access. We maintain control over who enters/exits our buildings. Further, Distinctive Schools retains the right

to demand a warrant before permitting law enforcement officials—including Immigration and Customs Enforcement (ICE) officers— to enter any school area (areas that include school buildings, playgrounds, parking lots, etc.).

- Distinctive Schools has a clear anti- bullying policy that neither condones nor permits hazing or threatening remarks about one’s legal status.

Network Information

910 W. Van Buren St.

Suite 315

Chicago, Illinois 60607

312-332-4998

www.distinctiveschools.org

School Information

Chicago International Charter School

West Belden

Director: Colleen Collins

Assistant Director: Laura Sowa

Campus Director of Operations: Doris Fregoso

2245 N. McVicker Ave.

Chicago, IL 60639

(773) 637-9430

www.cicswestbelden.org

School Hours

Monday, Tuesday, Thursday, & Friday 7:50 am – 3:30 pm

Wednesday 7:50 am – 1:00 pm

Calendar

[19/20 CICS West Belden Calendar](#)



DISTINCTIVE SCHOOLS

2019-20 School Calendar

CICS Bucktown • CICS Irving Park • CICS Prairie • CICS West Belden

August 2019	September 2019	October 2019	November 2019
December 2019	January 2020	February 2020	March 2020
April 2020	May 2020	June 2020	July 2020

School Calendar Notes

First Day of School for Teachers
 First Day of School for Students - 1:00pm Dismissal
 Last Day of School for Students - 1:00pm Dismissal

Monday, August 19, 2019
 Wednesday, August 28, 2019
 Friday, June 12, 2020

1pm Student Dismissals - Students are dismissed at 1:00pm every Wednesday, as well as the following days:
 August, 28, 2019; November 7, 2019; November 8, 2019; December 20, 2019;
 February 13, 2020; February 14, 2020; March 20, 2020; April 3, 2020; May 22, 2020; June 12, 2020.

No School Days

Non Attendance Days for Students	
Labor Day	Monday, September 2, 2019
Fall Break	Friday, October 11, 2019 to Monday, October 14, 2019
Veteran's Day	Monday, November 11, 2019
Thanksgiving Break	Wednesday, November 27, 2019 - Friday, November 29, 2019
Winter Break	Monday, December 23, 2019 - Friday, January 3, 2020
ML King Day	Monday, January 20, 2020
President's Day Break	Monday, February 17, 2020
Spring Break	Monday, April 6, 2020 - Friday, April 10, 2020
Memorial Day	Monday, May 25, 2020

Report Card Distribution Dates

Quarter 1	November 8-7, 2019	Quarter 2	February 12-13, 2019
Quarter 3	April 15, 2020	Quarter 4	June 12, 2020

Progress Report Distribution Dates

Quarter 1	October 2, 2019	Quarter 2	December 13, 2019
Quarter 3	March 2, 2020	Quarter 4	May 13, 2020

Parent Teacher Conferences and Student Goal Planning

The partnership between home and school is very important in a child's education. Parent Teacher Conferences provide an opportunity for meaningful collaboration and goal setting. Students attend school on conference days and are dismissed at 1:00PM.

Parent Teacher Conferences and Student Goal Planning Dates

Fall Conferences	Winter Conferences	Spring Conferences
** For 19/20, fall conferences will be coordinated and communicated by each school. Each family will have an opportunity to share meaningful information with 05 educators to start the school year off on the right foot**	Wednesday, November 6, 2019 Thursday, November 7, 2019	Wednesday, February 12, 2020 Thursday, February 13, 2020

Calendar Legend

[Yellow]	First and Last Day of School
[White]	No School
[Blue]	Parent Teacher Conferences / Student Goal Planning
[Orange]	End of Quarter
[Green]	Friday 1pm Dismissal
[Grey]	Emergency School Closing Days

Each quarter begins and ends on:

Quarter 1	
Begins	Wednesday, August 28, 2019
Ends	Thursday, October 31, 2019
Quarter 2	
Begins	Friday, November 1, 2019
Ends	Friday, January 24, 2020
Quarter 3	
Begins	Monday, January 27, 2020
Ends	Tuesday, March 31, 2020
Quarter 4	
Begins	Wednesday, April 1, 2020
Ends	Wednesday, June 10, 2020

Per the CPS School Calendar Policy - The following days are reserved as Emergency School Closing Days. Distinctive Schools does not anticipate that these days will be student attendance days. In the event that student attendance days fall below State requirements (180), these days will be used to make up instructional time. Parents will be notified accordingly.

Possible Emergency School Closing Days: June 15th & June 16th, 2020.

Updated: 2.26.20

Section 1: Enrollment and Entrance Requirements

NOTIFICATION OF RIGHTS UNDER FERPA (See Appendix)

TITLE IX GRIEVANCE (See Appendix)

NON-DISCRIMINATORY POLICY (See Appendix)

Enrollment

All enrollment and lottery information is managed by the Chicago International Charter School network office. Please visit their website for more information at www.chicagointl.org or contact them at (312) 651-5000.

Entrance Requirements

To enter kindergarten, a child must be 5 years of age on or before September 1st of the current school year.

Medical Requirements

All students entering kindergarten (or 1st grade if the child did not attend kindergarten) and students entering 6th grade must comply with the physical examination and immunization requirements of the State of Illinois. The school needs to have this documentation on file no later than October 15th. Illinois law [105 ILCS 5/27-8.1] requires schools to exclude students from school until they present proof of meeting the health exam and immunization requirements.

Students enrolling in school for the first time must also present a physical examination report and record of their immunizations, regardless of the grade they are entering. These students are required to have a physical examination and the school must have a record of their immunizations on file no later than the first day of school.

The Chicago Department of Public Health Fast Track Clinics provides immunizations at no charge for children 0-18 years of age. More info on [CDPH website](https://www.cityofchicago.org/city/en/depts/cdph/supp_info/health-services/immunizations_walk-inclinics.html):
https://www.cityofchicago.org/city/en/depts/cdph/supp_info/health-services/immunizations_walk-inclinics.html

All Illinois school children in kindergarten, 2nd and 6th grades are required to have an oral health examination (i.e. dental exam) completed. The dental exam requirements are listed below:

- Exam is performed by a licensed dentist within the 18 months prior to October 1st.
- Dentist has signed the dental form to document the exam.
- Proof of examination needs to be submitted prior to October 1st of the current year.

Please contact the school nurse at your student's school if you have any questions regarding this requirement.

All students entering kindergarten must have an eye examination, performed by a licensed physician or licensed optometrist, by October 15th of the current school year.

All required medical, dental and vision forms can be obtained from the school nurse's office or from the [CPS website](https://cps.edu/oshw/Pages/MinimumHealthRequirements.aspx): <https://cps.edu/oshw/Pages/MinimumHealthRequirements.aspx>

A cumulative health record is kept for every student. In case of a transfer, the student's health record will be sent to the new school.

Re-enrollment

Each spring, parent/guardians are required to complete an intent to return form. Once the intent to return form is completed, with an indication that students will return, a written notice will be sent to parents via a letter and email detailing the registration process. Once the online registration process is complete, the student is considered fully enrolled for the upcoming school year.

Student Withdrawals

We are honored when parents choose Distinctive Schools for their child's education, and it is always our hope that students remain enrolled with us throughout the duration of the school year. However, there will be circumstances that require students to disenroll from our schools (e.g., the student's family moves to a distant location). In those instances, we are required by law to have the registering parent/guardian complete a withdrawal form on campus in order to initiate the transfer of records to the child's new school. The receiving school must submit, in writing, a request for student records in order to release and transfer student records. Additionally, we would like to ask parents to complete a very brief exit survey.

Equal Educational Opportunities

Distinctive Schools is committed and dedicated to the task of providing the best education possible for every student in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Student may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

Complaints regarding the interpretation or application of this policy shall be referred to Distinctive Schools' Chief Compliance Officer and processed in accordance with procedures established by Distinctive Schools' authorizer Chicago Public Schools. Distinctive Schools' Chief Compliance Office for the 2019-2020 Academic Year is:

David Sundstrom

910 W. Van Buren St., Suite 315, Chicago, IL 60607

Tel: (312) 332-4998

Fax: (312) 332-8481

E-mail: dms@distinctiveschools.org

Section 2: Student Wellness, Health, and Safety

CICS WELLNESS POLICY (See Appendix)

Contact Information

We are committed to excellent communication between school and home. To ensure that our messages are successfully delivered to you, it is essential that we have your most current contact information on file. If you move your home address, or change or add a phone number or email, please be sure to contact your school's office to let us know of the changes. We rely on you as our partner to keep lines of communication open.

Campus Visitor Procedure

All parents/guardians and visitors must enter through marked main entrance of the school and sign in at the administration office. Visitors who leave the administration office will be given a badge that must be visibly worn at all times while in the building.

Arrival and Dismissal Expectations

CICS West Belden opens to students at 7:50AM each day. (Students will be allowed to enter beginning at 7:00AM for breakfast only.) Unless students or family members have a previously arranged appointment with a staff member, they must remain outside the building until then. Our staff members are very busy in the mornings preparing for a successful day of learning and therefore, they are unavailable to supervise students prior to the official start of the day.

Similar to arrival expectations, because students require supervision at all times, it is important that students are picked up on time. Please note that students will only be allowed to leave campus with people who are listed on the official Parent-Approved Dismissal Form. Our teachers and staff members work very hard, and as a courtesy to our hard-working teachers and administrators, we thank you in advance for arranging pick-up plans for your child.

To ensure our students' safety, it is important that families follow these arrival and dismissal expectations:

- Always follow the instructions of the area road signs, the CICS West Belden security personnel, and the local crossing guards during arrival and dismissal times.
- Always make sure that children wear their seatbelts.
- Cross streets only at designated crosswalks.
- Children may only exit the car once it has safely pulled up to the curb.
- Children should not be left unattended in a parked vehicle.
- Never double park or block access on the street, fire lanes, neighboring alleys or driveways.
- Please remember that unless you have a hands-free device, it is illegal to talk on a cell phone or text message while driving.

After School Care Programming

We offer our Aftercare program everyday after school.

- Mondays, Tuesdays, Thursdays, and Fridays: 3:30pm-5:45pm
- Wednesdays: 1:00pm-5:45pm

Fees & Sliding Scale Information:

- \$7.50 per day for the first child
- \$4.50 per day for the second child
- \$3.50 per day for the third child (or more)

Registration Information: Aftercare registration forms are located in the main office. Please contact the main office for further information.

It is important that students are picked up on time. Our teachers and staff members work very hard, and as a courtesy to our hard-working teachers and administrators, we thank you in advance for arranging pick-up plans for your child. Please remember that students will only be allowed to leave campus with people who are listed on the official student profile form.

Attendance Procedures & Expectations

At CICS West Belden, we expect all students to attend school, on time, every day. Daily attendance is the first step in ensuring academic success. In Illinois, school attendance is compulsory for all students (ages 6-17). CICS West Belden's developmentally appropriate curriculum is fast-paced and ambitious, and students can quickly fall behind when they are absent. Our goal is to have the most engaged student body and to cultivate a sense of responsibility by being at school regularly, on time, and for the entire school day. Only cases of illness and family emergency should prevent a child from attending school or completing his/her academic obligations. Excessive absences put students at significant risk for retention. Please do not allow your child to miss a day of school except for serious illnesses or family emergencies.

Attendance and punctuality are responsibilities to which we hold all students accountable. We emphasize the importance of regular student attendance by constantly communicating the message to students that school and education are vitally important to their future. Additionally, to encourage excellent attendance we often incentivize students for coming to school consistently and on time. Furthermore, from a compliance standpoint, our school is held accountable for student attendance by our authorizer. Our annual School Quality Rating Policy (SQRP) rating includes student attendance and can positively or negatively impact our school's score. In order for a student to achieve a 96% attendance rate or higher, he/she may only miss seven or fewer days of school (excused or unexcused).

The Parent/Guardian partnership with us is essential to ensure student attendance. The attendance procedures outlined below are intended to encourage fundamental student attendance. For the children's safety, it is important that home/school remain in close communication around absences.

Communicating Your Child's Absence

- For each day of your child's absence, please be sure to call the school office before 8:00 AM to alert the school and provide the reason for your child's absence. We maintain careful attendance records for each student, and it is important that we have proper information to document.
- Safety is a crucial priority. In the event that a student's absence has not been called in by 8:00 AM, the school will call home to inquire about the absent student's whereabouts.

- If you know your child will be absent for an extended period of time, please share that information at the time of your first call. You need not call in each day if the information has been communicated. However, if the absence extends beyond that which was reported, please be sure to stay in close contact with the school.
- For absences of five (5) or more days due to illness, a doctor's certificate is required to excuse the absence and return to school.
- A doctor's certificate must also be provided to excuse medical appointments scheduled during the school day.
- Please remember that coming to school each day is crucial to learning. Research has conclusively established that absences, late arrivals, and early dismissals impair a child's academic growth; further, they undermine opportunities to earn incentives and participate in multiple academic and non-academic activities.

Absence Coding

All absences (excused or unexcused) are considered absences and are reported in your child's record. A student is marked absent any day that he or she does not attend school. Suspensions are considered absences and are marked as excused absences.

Excused Absences

The following circumstances will be considered excused absences with a valid excuse note:

- Illness of the student.
- Medical or dental appointments for the student. A doctor's certificate must be provided to excuse medical appointments scheduled during the school day.
- A death in the student's immediate family.
- Necessity for the student to attend a judicial procedure.
- Observation of a religious holy day by members of a religious group.
- Exclusion, by direction of the authorities due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons.

Unexcused Absences

When a student returns to school after an absence without a note, the absence will be recorded as unexcused. If notes for excused absences are sent within 48 hours of the absence, they will be updated in the student information system as excused.

The following circumstances will be considered as unexcused absences:

- Family vacations
- Oversleeping
- Car trouble
- Traffic trouble
- Sibling illness
- Childcare issues
- Other non-essential absences that are not illness or emergency related

Early Dismissals

Students are expected to remain in school until the end of the school day (3:30 PM Monday, Tuesday, Thursday and Friday, and 1:00 PM on Wednesday). Early pickups are disruptive to learning. Students with medical or dental appointments that require early dismissal must bring a note into school the following morning and submit it to the Main Office. In rare instances, and with advance notice, an un-calendared early dismissal may be necessary. A fundamental and general rule is straightforward: No students will be pulled for early dismissal between 3:00 and 3:30pm on Monday, Tuesday, Thursday and Friday, or between 12:30 pm and 1:00 pm on Wednesday. Students need to be in attendance for the entire school day to participate in extracurricular activities (clubs, sports, school dances, etc.).

Student Appointments

It is the family's responsibility to schedule medical and other appointments outside of school time. Because students are dismissed at 1:00 on Wednesdays, please make every effort to use Wednesday afternoons for day time appointments. On the rare occasion when your child has a medical appointment during the school day, he/she should not be absent for the entire day. Please be sure to provide a doctor certificate to excuse the absences.

Attendance Terms:

- Attendance Rate: Your student's attendance rate is the percentage of days present out of total days enrolled; attendance rate includes both excused and unexcused absences.
- Absence Rate: Percentage of days absent out of total days enrolled; absences include excused, unexcused, suspensions, and course cutting.
- Chronic absentee: Student who has missed 18 or more days annually (10% or more of days enrolled).
- Truant: Student with one or more unexcused absences.
- Chronic Truant: 9 or more unexcused absences per year (5% or more of days enrolled).

Chronic Absenteeism

Every 10 days, our school runs absence reports to track student attendance rates. Students who are absent for 10% or more of the school year are considered at-risk and are assigned chronic absentee status. We are committed to our students' success, and specific supports and interventions for chronically absent students are detailed below:

First notification of Chronic Absenteeism:

- Letter is sent home to announce chronic absentee status
- Problem-solving meeting is scheduled with the family to determine root causes of absence and to make a plan for improvement

Second notification of Chronic Absenteeism:

- Letter is sent home to announce continued chronic absentee status
- Mandatory conference is scheduled at the school to formally launch a student attendance improvement plan.
- Distinctive Schools Network is notified

Third (and beyond) notification of Chronic Absenteeism:

- Certified letter with return receipt is sent to announce continued chronic absentee status
- Mandatory conference is scheduled at the school to formally review the student attendance improvement plan
- Distinctive Schools Network is notified
- Chicago Public Schools Central Office is notified
- Truancy report is filed with the State

Homeless Students

Distinctive Schools will always support maximum school attendance regardless of housing status. Homeless students, like all students, need to be at school each day. Each campus has a Homeless Student Liaison which is typically the Counselor/School Student Support Coordinator that serves as the primary contact for support. If you are ever uncertain as to who that coordinator is, please call the main office at 773-637-9430.

Mandated Reporting of Child Neglect and Abuse

As professionals working in a field that serves children, we have an ethical and legal responsibility to report suspected child neglect and abuse. The law requires educators (mandated reporters) to file a report with the local Department of Child and Family Services / Child Protection Services when there is reasonable cause to suspect that a child has been, or is in danger of being, neglected or abused. Local agencies and police departments are responsible for investigating reports of neglect and abuse and for determining how a case will be resolved. School personnel are not required to inform families when the local Department of Child and Family Services / Child Protection Services has been contacted.

Health Services

A teacher or staff member will refer a student to the Health Office whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries are treated at school. However, a child's parent or guardian will be contacted in the event of major injuries and illness.

Each student is required to have a student profile form on file. This form requires the names and phone numbers of three adults (18 years or older) who can be contacted in the event a parent/guardian cannot be reached.

Staying Home From School Due to Illness

Please observe your student carefully each day prior to sending him/her to school and do not send him/her to school if there are any signs of illness. For example, a temperature above 100 degrees, nausea or vomiting, respiratory distress or a cold/cough with the following symptoms: sore throat, ear ache, persistent cough, or red/irritated eyes. After an illness, a student should be kept home until fully recovered, has maintained a normal temperature (below 100 degrees) without fever reducing medication for at least 24 hours, and can take part in normal school day activities. Please contact your campus' administration office to report any absences due to illness before 8:00 am.

Communicating Illness Matters with School

Families are asked to contact the school regarding any problems concerning their child's health, medications, or communicable diseases. If your child has been diagnosed with a chronic or communicable disease, please keep your child home and contact the school nurse so appropriate response plans can be developed to prevent the event of spreading. Communicable diseases include, but are not limited to the following: strep throat, flu, meningitis, hepatitis, chickenpox, scarlet fever, hand foot mouth disease, fifth disease, infectious mononucleosis, and pink eye. A doctor's note will be required upon the student's return after treatment.

Illness at School

When a student becomes ill at school, we must protect his or her health and the health of all other students. Consequently, we must require the student to go home as soon as possible. To protect the well being of students and staff, it is important that ill students are picked up in a timely manner and remain at home until they have recovered from the illness. It is essential that families have a plan in place for the occasion that their child gets sick at school (as our schools are not equipped or sufficiently staffed, to properly care for sick students at school). We thank you in advance for making arrangements with the family and friends listed on your emergency contacts form to help keep our school community healthy. All students who have been ill must be symptom and fever free for 24 hours before returning to school.

Activity Limits or Restrictions at School

If activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place. A doctor's release is required in order to resume physical activity following hospitalization, surgery, or bone injury.

Recess activities are an important aspect of each child's school day. All children who attend school are expected to participate in recess. If a child is unable to take part in recess activities, exceptions will be made at Director discretion following a written request by parent, guardian, or physician.

Medication

Medications will be administered during school hours only if medically necessary to maintain a student's health. If the student needs to take medication at school, we request that a parent/guardian bring the medication to school. Before prescription medication can be administered at school, parents/guardians and the child's physician must complete the required forms. These forms can be obtained from the school nurse's office or on the school website.

Over-the-Counter Medication

Designated school staff can dispense over the counter medications to students with written parent/guardian consent only. Students are not allowed to self-carry over-the-counter medication, which includes cough drops or lozenges.

Prescription Medication

All prescription medication requires a physician's note for school staff to administer. Additionally, the prescription for the medicine(s) must be on file with the Health Office. The

parent/guardian is also responsible for picking up their student's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be discarded. All medications that have not been picked up at the end of the school year will be discarded.

Any prescription medication that is taken at school must be brought to the Health Office by the parent/guardian in a container appropriately labeled by the pharmacy. This label must include:

- The student's name
- The prescribing physician's name
- The name of the medication
- Dosage instructions (how to administer, dose and frequency)
- The pharmacy phone number

Students are allowed to self-carry and self-administer the following medication only with written permission from physician and parent/guardian: asthma medication (inhaler) or food allergy medication (epinephrine auto-injector). Students are also allowed to carry and self-administer insulin for diabetes with written permission from physician and parent/guardian. In order to self-carry and self-administer prescription medication at school, parents/guardians and the student's physician must complete the required "self-administration of medication" [forms](#). These forms can be obtained from the school nurse's office or on the school website.

Head Lice

In accordance with CPS, CDC, and AAP policy, students with head lice will continue to have access to instruction but their exposure to other students should be reduced. For example, headphones or sharing of personal items like hats, etc. will be monitored. Students with signs/symptoms of head lice will receive a confidential scalp inspection by the school nurse/trained school staff. At the end of the school day the families will be notified via telephone and provided with written health education on head lice treatment.

Upon the student's return, the nurse/trained school staff will re-screen the child for evidence of live lice. The parent/guardian should also provide evidence of treatment (i.e. prescription product, letter from healthcare provider, etc.). In recent years, lice have become more resistant to over-the-counter shampoos so multiple treatments may be needed or prescription chemical products (shampoo/lotion) that are more effective are sometimes needed to treat.

Food Allergy Policy

Distinctive Schools follows the Chicago Public Schools (CPS) food allergy policy to help prevent any health-related emergencies for students with severe allergies. Campus leadership teams and school nurses will send home the food allergy policy at the beginning of the school year. All DS families and staff are expected to adhere to the CPS policy.

CICS School Celebration Requirements

As a CICS campus, we are committed to our students' health and wellness. Research shows that healthy students are better able to pay attention in class and better positioned to succeed in school and in life. Starting in school year 2019/2020, all celebrations must meet the USDA Smart

Snack requirements or feature non-food items, whether they're sent from home (e.g., birthdays) or provided by school staff (e.g., class rewards, incentives).

- USDA Smart Snacks do NOT include cupcakes, ice cream, fast food, outside pizza, etc.
- Illinois state mandated wellness policy does permit each school to designate up to 10 exemption days per year during which USDA Smart Snack requirements are waived.

This healthy approach to celebrations is quickly becoming the nationwide standard based on a commitment to wellness, state and federal requirements, and avoidance of allergies. We appreciate your compliance and any efforts to communicate this positive step forward in supporting our students.

Recess

Recess is a non-instructional time during the school day during which students have the opportunity to develop and practice valuable skills that will help them succeed academically and socially. Goals of recess include: increasing physical activity time, learning and practicing social skills, engaging in developmentally appropriate games, and having fun! Recess is part of the school day. Basic expectations for behavior inside the school extend to recess. Whenever possible, we encourage outdoor recess, which allows students to get fresh air, provides an opportunity for students to engage in moderate to vigorous physical activity, and gives students more activity options than most indoor spaces. We ask Parents/Guardians to send their students to school with appropriate clothing for outdoor recess. Please note: We cannot accommodate requests for an alternative recess experience (we lack the ability to offer adequate recess space and supervision in more than one location). The following cold and warm weather guidelines will be used to determine whether or not indoor/outdoor recess takes place.

Cold Weather Guidelines

- Above 32 degrees with or without wind chill: Recess should be held outdoors.
- Between 15-31 degrees with or without wind chill: Director discretion.
- Below 15 degrees with or without wind chill: Recess should be held indoors.
- Precipitation: Snowy and icy conditions should be evaluated for student safety and attire.
- Preparedness: Students should have appropriate outdoor attire to stay warm and dry during recess.
- Playground safety: The playground equipment and surface (i.e., icy conditions) should be evaluated to determine whether students can safely play outdoors.

Warm Weather Guidelines

- Heat index of 90 degrees F or below: Recess should be held outdoors.
- Heat index between 91 degrees F and 94 degrees F: Director discretion.
- Heat index above 95degrees F: Recess should be held in a cool location.

Section 3: Student Scholarship and School Programs

Curricular Approach

Coursework at all campuses is committed to a college and career preparatory curriculum based in English Language Arts (ELA) and Mathematics instruction, as well as coursework in social studies, science, and enrichment, including physical education, art, music and other campus specific courses. The Distinctive Schools' curriculum (based on Common Core State Standards and Next Generation Science Standards), builds in complexity and rigor as students progress through the grade levels. The students' curricular experience aims to develop critical thinking skills, student agency, and deep mastery of grade level content.

We recognize that all students are unique and come in with varying levels of readiness and mastery in subject areas. In addition to learning at their grade level, Distinctive Schools students have time to learn at their level. Approaches for personalized learning include working directly with teachers in a small group environment, solving problems using adaptive online programs, and reading books that are selected based on students' readiness and interests.

Personalized Learning

At Distinctive Schools, students are active partners in their education, and teachers strive to design learning experiences that provide students with the right content, at the right time, in the right place, using the right mode of instruction. Students are encouraged and expected to own their learning. To nurture their learning independence and foster a strong sense of learner agency, students are equipped with explicit strategies and structures. The pace and depth of learning are calibrated to fall within each student's zone of proximal development where success is within reach, yet significant effort and stretch are required. Personalized learning promotes pleasantly frustrating learning, and through practice, persistence, and the effective and creative use of available resources, students develop a growth mindset. They are able to navigate the challenges of rigorous learning through their use of self-regulation and behavior strategies that are cultivated through effective Social Emotional Learning programming.

Assessment

To challenge each learner with the right content—with the right supports at the right time—Distinctive Schools staff must regularly assess students and reflect on their current progress. These assessments range from formal standardized tests, classroom quizzes, digital learning platform work, or informal teacher observations. Assessment is also not limited to academic areas. In our effort to support students in becoming competent, self-actualized individuals, we also look at a variety of measures that address the development of the “whole child.” This data is paramount in our instructional decision-making, and we strive to include multiple measures of student achievement and well being.

Our schools use several research-tested student assessments to measure students' learning and monitor their progress including NWEA MAP Growth, MAP Reading Fluency, IAR, Illinois Science Assessment, KIDS, as well as end of unit and interim curricular assessments. Each assessment provides unique information about students' current level of performance, growth over time, and mastery of skills. Assessment scores and progress are shared with parents throughout the year.

Additionally, all Distinctive Schools use blended learning programs and core curricular resources with common assessments. These include Lexia Core5, ST Math, Benchmark Advance/Adelante, Engage NY Math, and the Summit Learning Program. Teachers and other staff meet regularly to review student progress and develop plans to support and motivate students on their journey.

Student Privacy

Distinctive Schools pledges to protect student privacy. We only provide building and network staff who require the information to have access to it. Further, we will not share student data with outside organizations without your informed consent.

Grading & Reporting

Distinctive Schools views communication with families around student academic performance as essential, paramount and two-way. Supporting students in their efforts to grow and learn to their maximum potential requires home support and open lines of communication between school staff and families. We also live in an incredible age in which a family need not wait until family teacher conferences to get an update on their students' performance and progress. Many of our curricular resources have a secure online portal through which parents can access student information. Our teachers are always happy to update parents on elements that are not captured in the portals.

In addition to quarterly report cards and progress reports, students also receive communication around their NWEA MAP Growth and IAR assessments prior to and after each assessment term (typically September, October, February, March, and June).

Depending on your student's grade level and academic program, there are some differences in grading and reporting. Below is an explanation of Standards Based Reporting and the Distinctive Schools Middle School model. Below are several other items related to student assessment and reporting.

Standards Based Grading (Elementary School)

Standards-based grading (SBG) communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course. SBG enables teachers to accurately represent students' abilities rather than the assignments or extra credit they complete.

A student's performance on a series of assessments and performance tasks will be used to determine a student's overall grade in a course. Practice assignments (homework) are just that, practice, and thus serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments should not be used as a major component of a student's academic grade. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment or performance task. The report card indicates students' mastery toward individual standards:

- A score of (4) indicates that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply their knowledge across multiple contexts at a higher level than the grade level standard.
- A score of (3) would indicate that a student has independently achieved the standard. The student demonstrates mastery of the standard.
- A score of (2) would indicate that a student is developing an understanding of a standard, but still may be in need of additional instruction and/or support.
- A score of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard.

Standards Based Grading (Middle School)

Distinctive Schools Middle School (DSMS) students learn math, English language arts, social studies, and science curriculum through the Summit Learning Program. Combining opportunities for independent and collaborative work, students experience engaging content and apply learned skills and content in real-world projects. Students work with teacher mentors to develop a growth mindset, emotional intelligence, and self-directed learning skills. Every student will earn a final grade at the end of the year. Emphasis is on mastery of content and standards, not the averaging of test scores in the following areas.

- Cognitive skills (deep, thinking skills) are the best measure of student growth and achievement
- Content (information) understanding is either learned or not learned and it needs to be mastered
- Growth is the outcome we desire and therefore we should value growth and the student's best work

These grades will fall in the following range:

- A 90%-100%
- B 80% -89%
- C 70% - 79%
- Incomplete Below 70%

A student will earn an INCOMPLETE if:

- 100% of projects are not completed
- Power focus areas are not passed
- Cognitive skills are below grade level

In the event that a student receives an incomplete, he/she will be given the opportunity to continue working during the summer months. Students who have remaining incompletes after the summer learning window will receive individual support plans at the start of the next academic year so that work may be completed and mastery achieved. Support plans may include before/after school hours and/or planned periods during the day in lieu of other learning opportunities.

Grading for Students with Disabilities

Each student with a disability will be provided accommodations in accordance with the specifics of his or her Individual Education Plan (IEP) or 504 Plan (a 504 Plan provides for

accommodations for a student who has a disability, but who does not require special education services). The IEP or 504 Plan identifies the appropriate supports for the student's specific needs. Although most students with disabilities will be assessed using the general grading scale, a modified grading scale may be deployed if the IEP or 504 Plan calls for it. All students with disabilities will receive grades in the same courses as their peers. Students with disabilities receive a standard Report Card in addition to the IEP or 504 Plan Report Card. On the IEP Report Card, the special education teacher and/or related service provider describes the student's progress toward meeting specified annual IEP goals.

Progress Reporting & Report Cards

Each year, families can expect regular communication about each of their student's performance and progress. Each quarter, Distinctive Schools will provide a report card to show where a student stands at that point in the year. The report card serves as a snapshot in time. Between reporting cycles, we will also issue Progress Reports to provide students and families with the information required to work to improve student performance prior to the end of the quarter. Families who would like additional information about their child's performance are always encouraged to contact their child's teachers and building leaders.

Grades at Distinctive Schools are aimed to accurately report a child's current level of competency at each reporting window. Final grades reflect students' growth over time and indicate the levels of mastery a child has achieved over the course of the year. At the elementary level, we use a standards-based report card that shows student mastery of grade level content standards based on evidence from their work in their classes. At the middle school level, students earn traditional letter grades based on their mastery of content standards and application. Grades are determined based on the Summit Learning Platform Cognitive Skills Rubric, which is a Stanford University research-tested rubric for rating student performance. In addition to their summative projects, students complete content focus areas to support their learning. Both components are converted into letter grades for the purpose of reporting.

Students receive a report card once per quarter and progress reports two to four times per year. We believe it is important for a parent/guardian to meet with us to pick up a child's report card, and consequently have established these quarterly meetings as a parent/guardian duty. If you cannot personally attend a meeting, we ask that you contact the school beforehand.

Homework

Homework usually falls into one of four categories: practice, preparation, studying, or extension. Relevant homework should provide individualized assignments that tap into students' existing skills or interests and leverage student motivation. In examining field research, Distinctive Schools recognizes that certain homework practices are beneficial. At the elementary school level, homework can help students develop study skills and habits and can keep families informed about their child's learning. At the middle school level, student homework is associated with greater academic achievement. Below are a few guiding principles for assigning homework:

- The benefits of homework vary by age. The older the student, the more likely homework will have a beneficial effect.

- The amount of time students are expected to work on homework changes over time. For elementary students, 10-30 minutes of homework each night is appropriate. For middle school students, homework should not exceed one hour per night.
- Homework should be tailored to each student's needs in order to support personalized learning and improvement. It is imperative that homework is individualized and relevant to each student.

Students are responsible for completing all assessments, assignments, and homework. In the event of an absence, students are expected to make up what they missed while they were away from school. Teachers, and in some cases, learning platforms, are the best way to stay informed about missed assessments, assignments, and homework.

Grade Level Promotion

Students who have demonstrated mastery of grade level content, knowledge, and skills will be promoted to the next grade level each spring. School and network teams use multiple measures (e.g., grades, attendance, assessment scores, academic performance, etc.) to determine academic, social, and emotional readiness for the next grade level. School teams will communicate with parents in the event that a student is at risk of retention and will partner with families to develop an action plan for student improvement. In an effort to maintain a strong home-school partnership, parents are encouraged to closely monitor their child's academic progress to ensure he or she stays on track throughout the school year. CPS policy indicates Kindergarten students may not be retained.

Graduation

Each student must meet the following minimum requirements to be promoted from 8th grade:

- Earn passing grades in the core subjects of Mathematics, English, History, and Science. (Note: End-of-the-year grades in each subject are based on year-end targets. Therefore, grades earned by the end of the year will replace the progress report grades that are shared at the end of each quarter.)
- Demonstrate mastery in all core subject areas and have an overall score of 70% or above. (Note: The final promotion determination for a student who does not demonstrate mastery is made on a case-by-case basis by the Director and the student's academic team.)
- Earn passing grades in all enrichment classes. (Note: In the event that a student receives a failing final grade in any enrichment classes, the campus director will use his/her discretion to determine the child's access to extracurricular and/or graduation privileges and/or activities.)
- Earn a passing grade on the Federal & state Constitution test.
- Complete community service hours as determined by the school.

Promotion Criteria for Students with Disabilities

A student with a disability receiving special education and related services under an Individual Education Plan (IEP) is expected to meet the modified promotion criteria outlined in his/her IEP. If a student with (or suspected of) a disability, is not on track for meeting the promotion requirements outlined in the IEP, the IEP team will reconvene to revise the IEP. Promotion

criteria is not modified for a disabled student who is not requiring special education or related services, but who is receiving accommodations under a 504 Plan.

Comprehensive Physical, Health, and Sex Education

Comprehensive Physical, Health, and Sex Education are mandated curricular programs for all elementary schools in the State of Illinois.

Physical education is an academic subject that provides a planned, sequential, K-12 standards-based curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living and physical fitness. Physical education is part of the enrichment programming at Distinctive Schools and taught on a weekly basis.

Distinctive Schools follows a Comprehensive and Coordinated Health Education (CCHE) program as established through CPS that enables students to establish and practice health-enhancing behaviors over a lifetime in order to become healthy, successful adults. Health education topics may include (grade level dependent): healthy eating, alcohol, tobacco, and other drugs, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, and violence prevention.

Distinctive Schools implements the CPS Sexual Health curriculum that builds a foundation of knowledge and skills for students. To help students make informed decisions and safe choices, the (grade and age appropriate) curriculum covers topics such as human development, healthy relationships, decision making, abstinence, contraception, and disease prevention. According to the CPS Sexual-Health Education Policy:

- Schools must teach sexual health education every year (300 minutes/year in K-4th grades and 675 minutes/year in 5th-8th grades).
- Every school has two trained instructors who have completed an instructor training program.
- The curriculum is medically accurate, age appropriate, and comprehensive. It is also aligned with the National Sexual Education Standards.
- In alignment with Illinois law, parents/guardians have the right to opt out their child's participation in this curriculum. Schools must send home written notification to alert parents/guardians that instruction will take place.
- Parents/guardians are viewed as the primary educators of their children on sexual health matters.

Student Enrichment

All students are provided enrichment courses, which vary by campus and grade levels. These learning opportunities include classes outside of the core academic program such as music, art, technology, media, and PE (see Health Ed section). Schedules vary by quarter at some campuses, and middle school students have opportunities to elect their enrichment courses.

Instructional Materials

Any necessary instructional materials are provided to students throughout the school year. Instructional materials include items such as novels, hands-on tools, and headphones. It is the responsibility of Distinctive Schools students to care for and return any borrowed materials at

the end of the school year in good condition. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full, before a final report card will be issued, transfer of records sent, and/or registration accepted for the next school year. Parents are ultimately responsible for damage to or loss of any instructional materials, audio/visual equipment, computer, electronic device or other school materials used by their child/children.

Field Trips

A range of cultural and educational field trips are scheduled each school year. Field trips are enriching learning experiences that enhance the curriculum and connect what students are learning in the classroom to their neighborhood, the community, and their own lives. Because field trips often require additional payment, teachers work hard to ensure that the content and structure of the day is meaningful.

Distinctive Schools does require that a parent or guardian provide a signed permission slip as a way for parents to affirm that their child is permitted to attend and participate in the planned field trip. If a permission slip is not provided, the school will reach out to the families to ensure that this expectation has been communicated and understood and to confirm that the student is able to participate in such valuable learning experiences with their peers.

In the event that a student does not have parent permission to attend the field trip, he/she is still expected to attend school. An alternative learning plan will be created for the student.

Parents and other family members may also be asked to serve as chaperones for their children when safety and/or behavior concerns exist for a given child. If a parent/family member is unavailable to chaperone when safety/behavior concerns exist, a special meeting may be called to prepare for a positive field trip experience. Clear behavior and safety expectations will be reviewed with families and students, and parents/family members are asked to partner with the school by reinforcing established expectations. Depending on the situation, the school has the discretion to restrict a student's field trip participation in the event that a parent/family member is unavailable to chaperone. Decisions of participation will be made by the school Director on a case-by-case basis.

Field Trip Chaperones

The ratio of chaperones to students is:

- 1:10 chaperone to student ratio with a minimum of two chaperones, and one must be a certified teacher employee.
- Kindergarten – 2nd grade: preferred 1 parent/guardian for every 6 students

To ensure student safety and to promote a positive field trip learning experience, we rely on parent/guardian and family chaperones as partners in the education of our students. Each chaperone is directly responsible for his or her group of students, and should remain in contact and connect with the lead teacher throughout the field trip. Chaperones are asked to carefully follow the directions and guidelines set forth by the classroom teacher and/or school staff members on the trip. Our students are ambassadors of our school, and they must act in accordance with our school rules and expectations while participating in field trip experiences.

Chaperones will be provided with clear guidelines and expectations prior to each trip, and chaperones are expected to uphold the school's expectations at all times. Any questions regarding the rules and responsibilities should be directed to the team leader or classroom teacher. Chaperones must sign a [Chaperone Responsibilities Agreement](#) before attending any trip.

Field Trip Dress Attire for Students, Teachers & Chaperones

Students attending a field trip must adhere to the uniform expectations outlined in the field trip permission slip, which will generally be the school or physical education uniform. As representatives of Distinctive Schools, teachers and chaperones should wear school appropriate attire or school t-shirts/spirit wear.

Field Trip Refunds

Refunds will not be issued for illness, injury, or loss of field trip due to disciplinary actions.

Extracurricular & Athletic Opportunities

At Distinctive Schools, we believe that extra-curricular, athletic participation and being part of a team is important. A child's participation in extracurricular programs and athletics is important in the development of character, teamwork, self-discipline, healthy living, integrity, respect for others, and positive, competitive behavior. Although we will minimize the financial responsibility of families interested in participating, some activities may require participation fees.

Extracurricular & Athletic Expectations

- Academics are our main priority. Therefore, we emphasize that extracurricular and athletic program(s) may not interfere with the academic programs of the school.
- Our programs highlight the importance of sportsmanship and respectful behavior toward coaches, sponsors, team members, opponents, spectators, visitors, and officials. Participants are expected to be respectful at all times and to follow all rules and expectations of the sport/activity.
- Participants must be present and on time for all practices/games/events.
- If a participant cannot attend a practice/game or will be late, the participant or family member must notify the coach/sponsor about the situation.
- Participants who use a team uniform or equipment must return it in good, clean and reusable condition.
- Students must be in attendance for a full school day to participate in practices/games/events.

Blatant disrespect and disregard of the expectations above may result in limited or revoked participation and the potential withdrawal of the student from the team, club, and/or competition.

Extracurricular & Athletic Responsibilities

To participate in an extracurricular activity—which includes an athletic activity—a student must:

- Have parent/guardian approval to participate in the applicable school club/sport.

- Provide the results of a current physical exam and be in good physical health according to a licensed physician. (Student athletes must present a physician’s statement to the campus Director or school nurse prior to participation.)
- Be in good academic standing (a minimum of a “C” average in all courses) to participate in extracurricular activities. A student who has not yet demonstrated a “C” level of mastery will have an “incomplete” grade. Until the student is able to demonstrate mastery, the student will be considered ineligible and will not be able to participate in the extracurricular activity.
- Upon Distinctive Schools’ request, obtain a completed grade verification form (provided by the coach/sponsor) from his or her teachers in order to confirm eligibility.
- Not participate in an extracurricular activity if he or she has incurred a category II or higher discipline violation, unless the assigned restorative practices have been completed.
- If an eligibility dispute arises and is unresolved, submit situation to the school Director—for a final eligibility decision—the unresolved dispute for athletic involvement.

Section 4: Student Code of Conduct

CICS DISCIPLINE CODE (See Appendix)

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS (See Appendix)

ANTI-BULLYING POLICY FOR STUDENTS WITH DISABILITIES (See Appendix)

CICS ACCEPTABLE USE OF TECHNOLOGY (See Appendix)

Discipline Code

The CICS Discipline Code has been written to support campuses in maintaining a safe, nurturing, participatory, and productive learning environment for all students. At Distinctive Schools we rely on the CICS Code of Conduct to guide our response to student misbehavior. Distinctive Schools resolves behavioral incidents by teaching students social and emotional skills, shaping positive behavior, and repairing harm that has been done. We believe in utilizing a restorative approach when supporting students through conflict that reinforces each student's social and emotional skill development. Restorative justice is a mindset that holds relationships at the center of a community. When harm occurs within the community, we gather multiple perspectives in order for all to be heard and for students to have the opportunity to repair any harm that has been done. Restorative practices are the tools that support healthy and safe learning environments. These tools include restorative circles, conversations, and personalized consequences that are intended to help students repair the harm they have caused and restore relationships within the learner community.

In accordance with the CICS Discipline Code, all disciplinary responses must be applied respectfully, fairly, and consistently, and must protect students' rights to instructional time whenever possible. Distinctive Schools is responsible for educating all students. Effective September 15, 2016, Illinois Senate Bill 100 (SB 100) was amended to improve school safety and achievement for public schools in Illinois. As amended, the Bill prohibits zero tolerance policies in schools unless required by Federal Law or School Code. This legislation safeguards students from long-term out of school suspensions, expulsions & alternative disciplinary placements. Additionally, the legislation prohibits disciplinary fines & fees.

SB 100, as amended, still allows for local control and discretion for individual students. The legislation continues to allow in-school suspensions as a way to discipline students while allowing them to stay on track to graduate as well as the use of exclusionary discipline under certain conditions.

Out-of-school suspensions are a last resort, and imposed only when Distinctive Schools determines that:

- Staff and/or students would be in danger of physical, emotional, or mental harm if the affected student remains on campus, or

- A student has severely disrupted the learning of other students in school and responses short of out-of-school suspension are demonstrated to be ineffective.

Pre-K through 2nd grade students may not be suspended, except when a Network chief/designee determines the existence of a serious safety concern.

When imposed, suspensions should be part of a larger strategy for addressing students' behavioral needs and preventing future incidents.

Bullying & Harassment

Bullying and harassment stand in the way of our Distinctive Schools Mission and Vision and impede the tenets of our PRIDE framework (of problem-solving, responsibility, integrity, drive, empathy, and teamwork). Our school has adopted the No Bully System for preventing and responding to harassment and bullying during school and after-school programs, on school field trips, school sponsored events, and when students are traveling to and from school. This school-wide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers.

Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate or demonstrate power over another student. Four specific types of bullying are defined below:

- Physical bullying is when a student or group of students uses physical force to hurt another student (e.g., by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money).
- Verbal bullying is when a student or group of students uses words, images or gestures to intimidate or humiliate another student (e.g., by taunting, name-calling, teasing, put-downs, insults, threats and blackmail).
- Relational bullying is when a student or group of students excludes or isolates another student (e.g., through leaving them out, manipulating others against them, or spreading gossip or rumors).
- Cyberbullying is when a student or group of students use their cell-phones, text messages, emails, instant messaging, the Internet and social media to bully another student in any of the ways described above.

Bullying is different from conflict. Conflict is an inevitable part of life and can occur at school when a student perceives another student as being an obstacle to what they want or value. If students are in conflict but are not using bullying to get power over the other student, our school is committed to helping the students talk it through.

Bullying may at times amount to harassment. It is harassment to target a student online or face-to-face because of her or his actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because she or he is associated with a student or group of students with one or more of these actual or perceived characteristics.

Sexual harassment is when a student is targeted with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with the student's schoolwork.

Bullying & Harassment Prevention & Response

CICS West Belden does not tolerate bullying or harassment of any kind for any reason. Students are safeguarded and may not be penalized for reporting bullying or harassment.

Bullying and harassment cause pain and stress to students and are never justified or excusable as "just teasing" or "just playing." When a student stands by doing nothing, or laughs or posts comments on-line when others bully, they are participating in bullying. The students at CICS West Belden have agreed to join together to treat others with respect, both online and face-to-face so that we keep our campus bully-free.

All students agree to:

- Value student differences and treat others with respect both online and face-to-face
- Report any suspected bullying to a staff member immediately.
- Never take revenge or ask someone to hurt a student who has reported bullying.

Our school takes a problem-solving approach to bullying. We have staff members who are trained as Solution Coaches® to bring together a Solution Team of students to help end the bullying. At Distinctive Schools, we are committed to providing a safe and secure learning environment for all of our students, and as a CICS school, we also adhere to the CICS Anti-Bullying Policy shared below.

The Distinctive Schools Uniform

The CICS West Belden uniform is a visual representation of our school's culture. Students wear it with pride. The uniform unites our students as learners and as a community. All students are expected to be dressed and groomed in a manner that will not be disruptive to the educational process. If any item of your child's uniform becomes a distraction or violates any of the above, they will not be able to wear it. Any dress, jewelry, grooming, or fashion statement that are gang affiliated are not permitted. This will be under Director discretion and the Director will have final approval.

Update to 5th-8th Uniform Policy for the remainder of the school year: As of January 16th, middle school students are permitted to wear either uniform (the regular uniform or PE uniform), regardless of their electives assignment.

Students are required to wear the DS uniform every day. The specific components of the uniform are described below:

Lower Portions of uniforms for K-8 Students are limited to khaki shorts, pants, skirts, skorts, or jumpers.

All skirts and shorts must be an appropriate length for school activities, falling right above the knee. Any hem more than two inches above the knee is a uniform violation. Uniforms should also be an appropriate fit.

Shirts/Tops:

All shirts may be worn in short or long-sleeved versions.

Navy polos with CICS West Belden logo

Students may wear a solid navy cardigan, sweater, sweater vest.

Students may wear a CICS West Belden sweatshirt.

In cooler weather, students may wear solid navy or white long-sleeved shirts underneath their regular uniform shirts.

Shoes and Socks:

Students must wear closed-toe shoes.

No heels are allowed.

Boots may be worn, but pants must be worn over footwear.

Physical Education Uniform:

Students should only wear their Physical Education uniform on their designated PE day.

All pieces of the PE uniform must have campus logo.

Sweat pants must be worn at ankle length.

Gym (tennis) shoes must be worn.

Shoes must be fully laced and tied at all times.

In cooler weather, students may wear solid navy or white long-sleeved shirts underneath their PE uniform shirts.

Accessories:

Jewelry must be limited in both size and quantity.

Smart Watches are not permitted. Please see cell phone and other electronic device policy.

Only head-coverings worn in accordance with religious observation are allowed.

Bandanas, and/or handkerchiefs that are worn on the head as fashion accessories are not permitted.

A student may be asked to remove excessive make-up by school staff.

Articles of clothing, boots, tennis shoes, and lunch boxes should be marked with the child's name, and grade, or room number so they may be returned if lost.

Dress Down and/or Non-Uniform Days

At certain times throughout the school year, students may be able to participate in dress down/out of uniform days. Certain guidelines will be sent home for these days. If a student is not dressed appropriately, his/her parents/guardian will be required to bring a change of clothes to school and students may lose the privilege to participate in future dress down days.

Articles Not To Be Brought To School

Objects that create a safety hazard or interfere with school procedure should not be brought to school. Undesirable objects will be confiscated if brought to school without the teacher's permission. Any money sent to school with your student should be kept to a minimum. The school is not responsible for any money that is sent to school with your student.

Cell Phones and Other Electronic Devices

The school expressly disclaims liability for any lost or stolen electronic device brought to school. “Electronic device” means any battery or electric-powered item not specifically authorized by the school, including but not limited to cellphones, E-Readers, handheld games, game systems, Mp3 players, tablets, and similar devices.

Cell phones and other electronic devices that are brought to school by a student must be turned off and remain packed out-of-sight throughout the school day. While on an off-campus school event or field trip, phones or devices must be turned off and packed out-of-sight upon arriving at the event or field trip site, and remain off and out-of-site until after exiting that event or site.

A student’s failure to have a cell phone or electronic device turned off and packed-out-of-sight during ongoing school hours or a student’s possession of a cell phone or electronic device while attending a school event or field trip, constitutes a Category I Offense. Any subsequent failure to have a cell phone or electronic device turn off and pack-out-of-sight while inside a school building constitutes a Category II Offense, and the cell phone or device may be confiscated by the Director or Dean until a parent/guardian conference occurs. Each campus will determine specific consequences with Director/Dean discretion.

Students are not allowed to use cellular phones (or other electronic devices) for any purpose during school hours. Communication between students and parents/guardians needs to be made through the Main Office.

Device Usage Guidelines for Students & Parents/Guardians

Distinctive Schools provides computers, tablets and other digital tools in order to expand student learning. Our goal is that all graduates of Distinctive Schools will use digital tools productively, safely, and ethically. In order to balance freedom of use with security, Distinctive Schools expects students, faculty, and families to follow the CICS USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL located in the Appendix of this handbook.

Device Responsibilities:

- Students are responsible for damage to assigned devices including shattered screens, broken hinges, dropping the device, missing keys from the keyboard, spilled liquid, or any other physical harm to the device.
- Students may clean the device using only a soft, clean cloth. Using cleansers of any kind is prohibited.
- Cords and cables must be inserted into and removed carefully to prevent damage.
- Headphones should be worn when using devices at school.

Device Discipline:

- Students are prohibited from defacing equipment including, but not limited to, marking, painting, drawing or marring any surface or stitching on the case. Damage of this nature is equivalent to vandalism or property damage.
- If a device is damaged by a student through misuse or neglect, the student/parents will be responsible for the entire cost of repairs or replacement once a quote is received.

Responsibility for repairs/replacement will be determined on a case-by-case basis at the discretion of the school administration.

- All rules and guidelines are in effect before, during and after school hours.

Pledge of Allegiance and Moment of Reflection

In accordance with state law (Illinois: 4 U.S. Code § 4; 105 ILCS 5/27-3) the Pledge of Allegiance shall be recited each school day. Students will be taught the proper etiquette, display, and respect of the flag. Students or Staff who do not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect to refrain from that participation. Students and school personnel must respect each person's right to make that choice and must not interfere with the recitation.

Section 5: Family Partnership & Involvement

Family Involvement

Parent/Guardians are welcome to visit their student's school by signing up at a scheduled time to visit accompanied by a member of the campus leadership team. The visit should be at a time, and of such a nature, as to present no interruption of the teaching/learning process.

Volunteering

We promote and encourage volunteerism in the Distinctive Schools campuses to expand and enhance parental, community, civic and business involvement with schools while also ensuring appropriate levels of safety and security. Volunteerism takes two forms in our school:

1. Under ten hours a week
2. Over ten hours a week

All prospective volunteers must complete the required [Distinctive Schools/CPS volunteer application form](#) and satisfy the requirements of the applicant review process. Applicants must also complete the [DS Volunteer Agreement](#). Both of these forms may be accessed electronically with the links above or by contacting your school director. Misrepresentation on any of the application forms or during the review process may result in immediate disqualification of a volunteer applicant. Any individual who has been convicted of any criminal offense (Illinois: 105 ILCS 5/34-18.5(c) of the Illinois School Code) shall be ineligible to be a volunteer, and any individual who has been convicted of an offense that requires him/her to appear on a sex offender registry in any jurisdiction shall be ineligible to serve as a volunteer.

Volunteer Fingerprinting

A fingerprint criminal background check **is not required** for the following prospective volunteers:

- A parent providing supervised volunteer service in their child's school or classroom for less than 10 hours/week
- Any individual providing volunteer service for less than 5 hours/week at a school where s/he does not have a child enrolled
- An individual providing incidental volunteer service with no ongoing individualized interaction with a student(s) including those who speak at a class/assembly, judge academic competitions, give musical performance, participate in the "Principal for a Day" program, job shadowing event or other one-time event provided where there is direct supervision of the activity/event by regular school employees
- A parent/guardian accompanying his/her child's class on a one-day field trip or another type of extracurricular activity that does not involve an overnight stay
- An individual providing volunteer service on projects/activities involving no or nominal contact with children (i.e. home-based volunteer activities, volunteers serving at the Distinctive Schools Network office)

A fingerprint criminal background check **is required** for the following prospective volunteers:

- A parent/guardian providing volunteer service in their child's school or classroom for 10 or more hours/week;

- Any individual providing volunteer service for 5 or more hours/week at a school where she or he does not have a child enrolled;
- Any individual chaperoning an overnight school-sponsored trip, regardless of the hours/week that the volunteer serves (See also the Field Trip Chaperone Agreement);
- Any individual serving in a coaching capacity, regardless of the hours/week that the volunteer serves;
- Any individual serving as a student teacher or pre-service teacher, regardless of the hours/week that the volunteer serves;
- Any individual serving as a One-on-One tutor or mentor, regardless of the hours/week that the volunteer serves;
- Any individual providing volunteer service with students when such service may occur in an unsupervised setting, regardless of the hours/week that the volunteer serves;

Parent Teacher Organization (The West Belden Parent Teacher League - WBPTL)

Parents/Guardians are encouraged to join the school's parent-teacher organization which is a parent-run group with the purpose of building community among school families, promoting parent involvement, and supporting the mission of the school. The parent-teacher organization is responsible for sponsoring school events/activities to promote a strong home and school connection. Membership is open to any family member of Distinctive Schools students. School staff are also encouraged to participate. Meeting day/times are determined by the organization's parent board and will be shared on the school's calendar.

Bilingual Parent Advisory Committee (BAC)

Each campus with 20 or more English Learners who speak a specific language other than English are required per State and Federal guidelines to run a bilingual parent advisory committee. The campus leadership team works with the parent board, comprised to parents of currently identified ELs, to host a minimum of four parent meetings per year in the language other than English (with translation available). The goal of the committee is to build an understanding of language services offered, provide a space for parents to become more acclimated to the school system, and increase parent involvement in the parent-teacher organization.

PRIDE at Home

At Distinctive Schools we teach our students "PRIDE." PRIDE integrates Social-Emotional Learning competencies into the school culture in order to support broad student growth and development. The PRIDE language is commonplace throughout each campus and each letter of PRIDE represents a characteristic of positive behavior that we hope to see. PRIDE stands for: P: Problem Solving, R: Responsibility, I: Integrity, D: Drive, E: Empathy.

Problem Solving: Student ability to plan, strategize, and implement complex tasks.

Responsibility: Student disposition and ability to reliably meet commitments and fulfill obligation of challenging roles.

Integrity: Student quality of being honest and exhibiting strong moral principles.

Drive: Student capacity to take action, sustain motivation, and persevere through challenges toward an identified goal.

Empathy: Student ability to relate to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

Families can support PRIDE at home by engaging in conversation around the PRIDE characteristics and how their student(s) demonstrated PRIDE during the school day. To learn more about PRIDE, contact your Dean of Students.

Complaint Resolution Procedures

It is our commitment to work with families to resolve concerns at the campus and network levels. However, families may occasionally need to raise a problem or concern with campus staff or, in certain instances, file a complaint with the organization. In these rare instances, thank you in advance for following the steps that have been outlined below:

STEP 1: Check the Family Handbook

As an initial step, please refer to this Family - Student Handbook to see if your concern or issue is addressed before reaching out to campus-based staff.

STEP 2: Communicate with Campus-Based Staff

If you cannot find the answer in the Handbook, schedule an appointment via cell phone or email directly with the faculty or staff person with whom you need to share your concern. Please allow this individual 24 hours (during the school work week) to return your call or email.

STEP 3: Contact Campus-Based Leadership

If you need further assistance after talking with the teacher or staff member, please contact your child's Director via email or phone.

STEP 4: Communicate with Distinctive School's Network Office

It is our hope that matters will be successfully resolved at the campus level, however, if you have worked with your campus director without resolution, please feel free to email our Executive Director of Specialized Services mmccarthy@distinctiveschools.org or call 312-332-4998 for further assistance.

STEP 5: Contact Chicago International Charter Schools Office

In the rare instance that matters cannot be resolved or addressed at the campus or Distinctive Schools network level, feel free to contact Chicago International Charter Schools.

Appendix:

The following Distinctive Schools policies and procedures are effective for the 2019-2020 school year and are supplemental to the Family/Student Handbook.

Appendix A: CICS Wellness Policy (Pages 38-40)

Appendix B: CICS Discipline Code (Pages 41-52)

Appendix C: Procedural Safeguards for Discipline of Students with Disabilities/Impairments (Pages 53-54)

Appendix D: Anti-Bullying Policy For Students with disabilities (Page 54-59)

Appendix E: CICS Acceptable Use of Technology (Pages 59-62)

Appendix F: Notification of Rights Under FERPA (Page 63-64)

Appendix G: Non-Discriminatory Policy (Page 64)

Appendix H: Title IX Grievance (Page 64-65)

Appendix A: 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, it is the policy of the SFA and its recipient agencies that:

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

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.*

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.

APPENDIX B: CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE

The Chicago International Charter School (“CICS”) expects all students to conduct themselves in a socially responsible manner. 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.

The CICS Discipline Code applies to the actions of students during school hours, before and after school, while on school property, while wearing CICS attire, at all CICS sponsored events, and when the actions affect the mission of CICS. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the safe, secure and positive learning environment and poses a threat to the orderly education 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 life of community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it and is proportionate to 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.

CATEGORY I

These acts of misconduct include the following:

- Eating, drinking or chewing gum outside of the cafeteria (C1-EG)
- Persistent tardiness to school or class (C1-ET)
- Persistent skipping assigned Silent Study Hall and/or detention (C1-HA)
- Running and/or making excessive noise in the hall or school building or premises (C1-HB)
- Failing to abide by stated school rules or regulations (C1-S)
- Violating the dress code as outlined in CICS campus handbook (C1-UV)

Students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: incentives for positive behavior, restorative conversations, teacher-student-parent conference, loss of privilege, temporary removal from classroom, problem-solving exercises, logical consequence, self-management plan, academic tutoring, behavior contract/behavior report card, meaningful work, as the result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include the following student behaviors that disrupt the educational process at CICS:

- Repeated Category I violations (C2-R1)
- Altering records and Forgery (C2-AF)
- Use of intimidation, credible threats of violence, coercion, or bullying (See Appendix A for CICS Anti-Bullying and Cyber Bullying Policy) (C2-B)
- Repeated refusal to participate in classroom activities or complete academic assignments. (C2-CA)
- Cheating, plagiarism, or copying others' work, or allowing others to copy work(C2-CP)
- Violating the civil rights of others (C2-CR)
- Defamation (C2-D)
- Violation of Discipline Agreement (C2-DA)
- Persistent tardiness and /or absence to school or class (C2-ETA)
- Play fighting, threatening and/or intimidating students (C2-FIN)
- Harassment or discrimination of others (C2-HD)
- Acts that obstruct or interrupt the instructional process in the classroom (C2-IDa)
- Participation in acts designed to disrupt classroom or school activities (C2-IDb)
- Repeated use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment (C2-IS)

- Leaving the classroom and/or campus without permission (C2-LA)
- Fighting or unwanted physical contact or threatening of any student or staff member (C2-PA)
- Sexual harassment - Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (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 (C2-SH)
- Cutting school, class, detention, homework center, Saturday school, summer school, or mandatory school events (C2-SK)
- Disregard for the stated school rules, instructions or directions of school personnel resulting in disruption to the educational process (C2-SPa)
- Failing to comply with school imposed consequences (C2-SPb)
- Repeated failure to follow stated school rules and procedures (C2-SPc)
- Gang references-hand signs, drawings, clothing, language or other common gang references (C2-GA)
- Theft, loss or destruction of personal or school property that costs less than \$300.00 (C2-T)
- Using, possessing (having physical control over, such as contained in clothing, lockers or bags), selling or transferring of tobacco products, inclusive of vaporizers and e-cigarettes that contain nicotine products or components of vaporizer and e-cigarette devices that do not contain products (C2-TO)
 - Use or possession of alcohol, drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband (including all vaporizer devices that contain substances), drug paraphernalia or look-alike contraband, or use of any substance for the purpose of intoxication in, before, or after school or at a school-related function. (C2-AD)
 - Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C2-AD2)
 - Truancy (Absence without permission, just cause and disregarding school’s supportive services and resources provided) (C2-TR)
 - Violation of CICS Acceptable Use of Technology guidelines, including campus Wi-Fi (C2-TV)
 - Providing unauthorized visitors access to the building before, during or after school (C2-UA)
 - Unauthorized use of cell phones, pagers or other electronic devices (C2-UP)

As a result of a first offense, students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: one after school and/or one Saturday in-school detention, work plan, skills 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, mentoring, referral to counseling/social work services, and teacher-student-parent 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 conference. Students may be subject to out-of-school suspension for 3 days or less when/if student’s continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) disruption to with the operation of the school. The degree of the suspension,

whether 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 3 and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include the following:

- Repeated Category I & II violations resulting in serious disruption of the educational process (C3-R2)
- Any act that endangers the safety of the other students, teachers or any school employee (C3-END)
- Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member) (C3-A)
- Arson (C3-ARS)
- Creating a false fire alarm or making a threat to create a false fire alarm (C3-FA)
- Gambling (C3-G)
- Participating in gang activity or overt displays of gang affiliation-writings, drawings, representation, intimidation and recruitment. (C3-GA)
- Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C3-AD2)
- Hazing (C3-H)
- Sex Violations - Engaging in sexual activity or inappropriate touching (C3-FS)
- Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal or electronic) and/or conduct of a sexual nature 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. Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (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 (C3-HA)
- Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexual suggestive images through information technology devices, or other sexual activities which involve and do not involve the use of force.(C3-SC)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. 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. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence. (C3-VCB)
- Mob Action - Any student that participates, instigates, and/or follows a mob, to school and/or from school; participates 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 (C3-MA)

- Destruction of property (C3-PD)
- Theft, loss or destruction of personal or school property that costs more than \$300.00 (C3-T1)
- Trespassing-entering CICS property when previously prohibited or remaining on campus grounds after receiving a request to depart (C3-TRS)
- A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year, or for a time period as modified by the CICS Board/Board Designee on a case-by-case basis:
 - Possession and/ or use of weapons - 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 (C3-W)
 - Possession of the following items: Firearm, look-alike firearm, knife, brass knuckles or other knuckle weapon, billy club may subject student to an expulsion for at least 1 year, adjusted by a case by case basis
 - A firearm; for the purpose of this Section, firearm means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the US Code or Section 24-1 of the Criminal Code of 2012.

A principal, assistant principal, or dean of students may suspend a student for a period not to exceed 10 school days or may expel a student for a definite period of time not to exceed 2 calendar years, as determined by a case by case basis if, (i) that a student has been determined to have made an explicit threat on an Internet website against a school employee, a student or any school-related personnel, (ii) the Internet website through which the threat was made is a site that was accessible within the school at the time threat was made or available to third parties who worked or studied within the school grounds at the time the threat was made, and (iii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

Students who commit any of these acts may be subject to a one or more of the following behavioral response options, including, but not limited to: maximum of 10 days, out-of-school suspension, per violation, clinical services referral, referral to CPS Crisis Management, referral to DCFS (Department of Children and Family Services, referral to SASS (Screening Assessment & Support Services) Hotline, substance abuse treatment/prevention, peer conference/peer mediation, skills building In-school suspension, a student- teacher-parent conference and may, depending on the circumstances, be 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 suspensions of longer than 3 days after appropriate and available disciplinary interventions have been exhausted and student's continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

Students suspended out-of-school for longer than 4 days shall be provided with appropriate and available support services during the period of their suspension. As a supplement and/or

alternative to suspension or expulsion, school staff may refer students to the Chicago Public Schools' (CPS) Saturday Morning Alternative Reach out and Teach (SMART) Program, and/or require students to complete between 6 and 30 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

Definitions

Skill-Building In-School Suspension

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.

Out-of-School Suspension

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.

Expulsion

Expulsion is the removal of a student from a school for up to a maximum of two calendar years.

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:

- Principal, assistant principal, 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 appropriate Student Information System. Principal, assistant principal, or dean of students of the school determines the duration of the suspension and whether the suspension is served in-school or out-of-school.
- Principal, assistant principal, or dean of students of the school shall immediately notify the student's parent or guardian of the situation and the disciplinary action with full statement of specific misconduct, rationale for duration of suspension, and notice to parents of their right to review. Principal, assistant principal, 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 Principal, assistant principal, or dean of students of the school during a re-engagement meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students of the school will consider ways to prevent future

school suspensions, forms of restorative action and supportive intervention to aid in the student's academic success.

- Principal, assistant principal, or dean of students of the school must facilitate a re-engagement meeting of students who are returning from out-of-school suspension, expulsion or from an alternative school setting.
- 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.
- 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 decision and expulsion decision, school will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- 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 principal.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full statement of the reasons for such suspension and a notice of their right to review. The School Board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon request of the parents or guardian the School Board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review the parents or guardian of the 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.

If unsatisfied with the response of the campus director, the student and guardian may 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.

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 dropout.

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 ("Board") or a hearing officer appointed by it. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence.

The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event, shall a hearing be considered public. Further, at the discretion of the 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 and students allowed to present evidence and cross-examine witnesses, and separation exists between staff member conducting the expulsion, hearing officer and decision-maker.

The Board/Board Designee, or a hearing officer appointed by it, at such 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 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.

If a general education student is expelled from Chicago International Charter School, the student may not return to any Chicago International Charter School campus for a definite period not to exceed 2 calendar years. 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. If a parent and/or student wish to appeal the expulsion from Chicago International Charter School, there are two options. First, the parent 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 and/or student feel the expulsion decision should be overturned. The appeal letter must be received by 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 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 to schedule an appeal. The Board will then discuss the student and expulsion decision during executive session and will notify the parent/student in writing of its decision.

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 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.

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, your 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 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

"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
- 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:

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 Building Principal or designee.

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

Social Media/Chat Room Guidelines for Students

- 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.
- 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 correction 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 on the first page of the community 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.

APPENDIX C: PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS¹

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, 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. School must also provide 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:
 - 1) 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
 - 2) 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

¹ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

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.

APPENDIX D: CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS) ANTI-BULLYING POLICY

Purpose

A safe and civil school environment is necessary for students to learn and achieve. 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 Chicago international Charter School (CICS) governance board, in conjunction with all CICS campus staff, endeavor to provide a non-threatening and non-violent environment for all students.

The definitions for 'bullying' and 'cyber-bullying' are found on page 2 in 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.

Scope

Bullying is contrary to the policies of CICS and 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, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The CICS Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. 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 1 of the Illinois Constitution.

Bullying 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

"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 practicable. 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 (Attachment B). 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) The Director shall select a campus representative knowledgeable about bullying prevention and intervention to perform the investigation.
- 2) 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 (attachment A) and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation reports soon as possible.
- 3) 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 for 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.
- 4) Document the details of the investigation. (Attachment C).
- 5) All relevant information shall be transmitted into PowerSchool for tracking purposes in accordance with the guidelines in Attachment B, including information identifying the areas of the Campus where bullying occurred, the type of bullying utilized and any bystander intervention or participation.

Notification

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 Principal/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 consequence can be used with fidelity.

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

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.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. 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 2 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.

Appendix E: CICS 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 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.

CICS uses filtering software to screen Internet sites for materials that are obscene, pornographic or harmful to minors. 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; 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 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” 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
- 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: Any student, school employee or any school-related personnel who believes he/she has or is being subjected to cyberbullying, 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 Building Principal or designee.
- The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results.

Social Media/Chat Room Guidelines for Students

- 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.
- 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 district. Be sure that all content associated with you is consistent with your work and with the district’s 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 correction 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 email to other users of the CICS network and to people around the globe
- May use the Internet to explore other computer systems
- Does not give his or her password to another person
- Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email
- Understands the Policy before logging on
- Understands that if the Policy is violated, the student's account on the CICS network will be revoked
- Understands that if he or she is removed from CICS' network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the Director of the school; the CICS Director's decision shall be final
- Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network

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 on the first page of the community 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.

Appendix F: Notification of Rights Under FERPA

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 include:

- The right to inspect and review the student's education records within 45 days after the School receives a request for access. Parents or eligible students can initiate a request by writing a message to the Director [or appropriate school official] identifying the record(s) they wish to inspect. The Director will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.
- The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate. If a parent or eligible student believes a record is inaccurate, an amendment can be requested by writing a message to the School's Director [or appropriate school official] clearly identifying the part of the record they want changed, specifying why it is inaccurate. Following a review of the request, 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. Another exception that permits disclosure without consent is the release of 'Directory Information' that consists of contact information such as parent/guardian name, phone number and address. Should you wish to restrict the school from disclosing this Directory Information, contact the school office immediately referencing this Section or contact Mike Rohde at mrohde@distinctiveschools.org.
- 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 in which a student seeks or intends to enroll.

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

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

Appendix G: Non-Discriminatory Policy

Distinctive Schools shall comply with all federal and state laws and regulations prohibiting discrimination. Specifically, it is the policy of Distinctive Schools Board of Directors that no person, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability, or learning disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any education program or activity.

Appendix H: Title IX Grievance Procedure

Any student or employee of Distinctive Schools who believes he or she has been discriminated against, denied a benefit, or excluded for participation in any school sponsored education program or activity on the basis of sex shall attempt promptly to resolve the situation by (1) discussion with the building Director, or in the case of a student, or the individual's immediate supervisor, in the case of an employee. (2) If the complaint is not resolved under step 1, the complainant may file a written complaint with Distinctive Schools' Chief Compliance Officer, who, for the 2019-2020 Academic Year is:

**David Sundstrom
910 W. Van Buren St. Suite 315 | Chicago, IL 60607
Tel: (312) 332-4998
Fax: (312) 332-4233
E-mail: dms@distinctiveschools.org**

The complainant shall provide a copy given to the school Director or supervisor involved. The Chief Compliance Officer shall arrange a meeting with parties involved to review the complaint within ten (10) days after the meeting(s).

If the complaint is not resolved under step 2 the complainant may file an appeal in writing with the secretary of the Distinctive Schools Board of Directors, indicating the nature of disagreement.

A hearing panel consisting of not less than three (3) members of the Distinctive Schools Board of Directors shall consider the complaint at the earliest date the hearing panel can meet as a body, at which time the complainant shall address the hearing panel in public or closed session as appropriate and lawful, concerning the complaint.

The hearing panel consisting of at least three (3) members of the Distinctive Schools Board of Directors shall, within thirty (30) calendar days after the hearing, provide the complainant with a written statement of its decision, and (or) action taken.