



Parent-Student Handbook 2015-2016

315 Summit St | Rockford, IL 61107 | 815.316.0093 | www.cicsjackson.org



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WELCOME TO CICS JACKSON MIDDLE SCHOOL
THE DISTINCTIVE MINDSET

We believe in growing Distinctive teachers.
We believe in teaching students how they learn best.
We believe in a collaborative planning process resulting in informed learning strategies.
We believe data informs instruction.
We believe family empowerment is critical to student success.



TEACHERS AND ADMINISTRATORS

Director	Ms. Watson
Assistant Director	Mrs. Elrod
Dean of Students	Ms. Laster (5th - 8th grades)
	Mr. Cameron (K - 4th grades)
Social Worker	Ms. Brown
Front Office	Mrs. Black-Malone, Ms. Malone, Ms. Sallis
Middle School Instructional Coach	Mrs. Winston
Special Education Case Manager	Ms. Wallen
Athletic Director	Mr. Saenbandith
Technology Coordinator	Mr. Hansen
Reading Teachers	Mrs. Pierre, Ms. Morris
Math Teachers	TBD, TBD
Writing Teacher	Mr. Saichek
Science Teacher	Ms. Hepp
Special Education Teachers	Mrs. Walker, Ms. Snider
Paraprofessionals	Ms. Dilbeck, Mr. Russell
Art	Ms. Scherbarth
Music	Mrs. Westholder
Physical Education	Mr. Saenbandith
Health and Wellness	Ms. Nickelson

Dear Parent/Guardian:

Chicago International Charter Schools (CICS), managed by Distinctive Schools (DS), asks all parents/guardians to read this Handbook.

Why the Handbook is so important:

We firmly believe that our students' academic needs are best met when we work in *partnership* with parents and guardians in providing a consistent, safe and intellectually challenging environment. To do that, we have certain policies and procedures in place that are designed to be both reasonable and equitable. They govern how we treat one another, and how we address disputes when they arise. We are honored that you have made a *choice* to become a part of our school community, and we recognize that your decision is based on your understanding of our work and of our commitment to each and every student we serve.

We ask you to take time to read and review the policies and procedures contained in this Handbook. We do so for a very specific reason: we want to share with you the rules we live by at our schools, and we want to make sure you are fully aware of them and the purpose each serves. Occasionally, rules or policies are violated, and when they are, we also need to ensure that every affected student, parent and guardian is aware of the consequences. Although behavioral consequences are reasoned and reasonable, we don't want anyone in our school community "blindsided" or feeling misled. Consequently, to ensure a shared understanding of—and commitment to—our rules, policies and consequences, we ask that you read this Handbook, sign the form at its very end, and return that signed form to us.

Please know that your signature on the form is not required for your child to attend any of our schools. His or her attendance itself establishes a presumption that the Handbook has been read.

Finally, please know too that we welcome you to contact us at any time should a question or concern arise from anything you read in this Handbook, or any activity at our schools.

DISTINCTIVE SCHOOLS

Network Office

910 W. Van Buren St.

Suite 315

Chicago, Illinois 60607

312-332-4998

www.distinctiveschools.org

School Information

<p>Chicago International Charter School Bucktown Director: Christine Krier Assistant Director: Sarah O'Connell 2235 N. Hamilton St. Chicago, IL 60647 (773) 645-3321 www.cicsbucktown.org</p>	<p>Chicago International Charter School Irving Park Director: Karin Breo Assistant Director: J.W. Kuebler 3820 N. Spaulding Ave. Chicago, IL 60618 (773) 433-5000 www.cicsirvingpark.org</p>
<p>Chicago International Charter School Prairie Director: April Shaw Assistant Director: Bryan Jackson 11530 S. Prairie Ave. Chicago, IL 60628 (773) 928-0480 www.cicsprairie.org</p>	<p>Chicago International Charter School West Belden Director: Scott Frauenheim Assistant Director: Colleen Collins 2245 N. McVicker Ave. Chicago, IL 60639 (773) 637-9430 www.cicswestbelden.org</p>
<p>Chicago International Charter School Jackson Director: Angelique Watson Assistant Director : Autumn Elrod 315 Summit St. Rockford, IL 61107 (815)-316-0093 www.cicsjackson.org</p>	

Chicago International Charter Schools

Jackson Campus - Rockford, IL

2015-2016 School Year Calendar

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


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	17	Last Day of School <i>Students dismissed 1:00</i>																																																															

Total # of School Days: 191

-  1:00 Dismissal Day
-  No School
-  End of Quarter

****Every Wednesday students are dismissed at 1:00 pm unless otherwise noted.****

SCHOOL INFORMATION

SCHOOL HOURS

Student Arrival	7:30 a.m.
Breakfast	7:30 -7:45 a.m.
Class Begins	7:50 a.m.
Student Dismissal	3:10 p.m.

DAILY SCHEDULE

7:30 a.m.	School doors open
7:30 -7:50 a.m.	Breakfast
7:50 a.m. - 3:10 p.m.	Instructional Day
3:05 p.m. - 3:10 p.m.	Dismissal

BREAKFAST INFORMATION

Breakfast begins at 7:30 a.m. and ends at 7:45 a.m. Students must arrive prior to 7:45 a.m. in order to eat breakfast.

SCHOOL ARRIVAL

CICS Jackson assumes the supervision of all students at 7:30 a.m. and instruction begins promptly at 7:50 a.m. Once students arrive at school they may not leave the property unless they have been signed out by a parent or guardian in the school office.

SCHOOL DISMISSAL

Students are dismissed at 3:10 p.m. Parents/guardians are responsible for making sure that students are picked up on time.

MEETINGS WITH TEACHERS OR ADMINISTRATORS

Conferences with Teachers or Administrators should be arranged by appointment so that a special time is set aside for this purpose. You may send a written request with your child to the teacher, leave a voicemail for the teacher, telephone the office, or send an e-mail to the person you wish to meet with. Administrators and staff will not meet with any parent between 7:45 a.m. -3:15 p.m. unless the conference has been pre-scheduled.

VISIT THE CLASSROOM

We encourage you to schedule times to visit and volunteer in your child's classroom. Please contact your child's teacher to make these arrangements. Visitors must report to the main office when entering the school building unless they are attending a school event that is open to the public. Please be prepared to show an ID. Parents

and visitors must have a visitor's pass from the main office before they move around in the building.

On the first day of school all parents may accompany their students to the classrooms. After the first day of school, parents may NOT escort students to class.

CONTACT THE TEACHER

Phone calls from parents can be transferred to the room ***before*** 7:45 a.m. or ***after*** 3:25 p.m. All other messages should be left on the teacher's voicemail. Teachers will be unable to accept parent/guardian phone calls during instructional periods. Email is the best way to communicate with our school staff during a school day.

ATTENDANCE POLICIES

ABSENCES

Your child's attendance is an essential component to their success in school. Absences will only be recorded as excused if a student brings in documentation from a doctor or dentist, court date, or funeral within 24 hours of the absence. All other absences will be recorded as unexcused. All makeup assignments must be completed within the restraints stated by the students homeroom teacher for missing assignments, or they will be recorded as a missing assignment, and given a grade of zero. **Students with 17 or more combined unexcused or excused absences are at risk of retention in the same grade.**

HALF-DAYS

Please see our school calendar for a schedule of our half days, as dismissal times may vary.

All students must be picked up no later than 30 minutes past dismissal time. Please check with school administration to obtain the schedule for after school offerings. Those students not picked up after 30 minutes of the dismissal time may be taken to the local police station and DCFS may be contacted.

TARDINESS

Tardiness is disruptive to the educational process and is inconsiderate to both teachers and other students; therefore, it is imperative that students are punctual. The school day starts at 7:50 a.m. **A student is considered tardy when he/she arrives to class after the bell has rung – 7:50 a.m.** Please know that six tardies equal one absent. These absences will count as unexcused. Any unexcused absences will count towards Truancy.

TRUANCY POLICY

The Illinois School Code requires all students ages 7 to 17 to attend school. The Regional Office of Education acts as the truancy officer for our campus and works closely with the school to track and assist families with issues related to truancy so they can avoid court. Should that route not be effective, the Regional Office of Education requires court petitions to be filed. The following is the truancy policy:

- After a student accumulates 3 unexcused absences a letter will be sent home with the student informing the parents of absences.
- After a student accumulates 6 unexcused absences a letter will be sent home with the student informing the parents of the absences and a mandatory meeting will be set by the Student Services Team to discuss the truancy policy and interventions that may help the family eliminate or reduce absences.
- After a student accumulates 9 unexcused absences a letter will be sent home via certified mail informing the parents of absences and a mandatory meeting will be set by the Student Services Team to discuss the truancy interventions in place and to modify them as necessary.
- After a student accumulates 12 unexcused absences a letter will be sent home via certified mail informing the parents of the absences and that a petition will be filed with the Regional Office of Education for Truancy Court. A phone call to DCFS will also be made at this time.

Please note that a student is only allowed 9 unexcused absences during the entire school year. An absence may only be excused if documentation from a doctor, dentist, court date, or funeral is provided to the main office within 24 hours of the absence. Parents should still call the main office to inform the school of the reason for the absence. Once the documentation is submitted, the absence will convert over to an excused absence. Please note that 3 tardies will accumulate and equal 1 absence.

TRANSPORTATION

CHANGE OF TRANSPORTATION

All changes of transportation need to be **phoned in** no later than 12:00 p.m. No change will be permitted or relayed to a teacher after 12:00 p.m. Students will not be pulled off busses to accommodate last minute transportation changes.

Students are not permitted to ride a different bus home without written consent from the parent or guardian and only in cases of emergency. In case of an emergency, the parent or guardian requesting permission for the change must write a note. All notes must be given to the main office for approval before 12:00 p.m. on the day the change is to take place. The school director will grant approval after all necessary parties have been contacted and verified.

PICK UP AND DROP OFF

Students transported by parents or guardians should pick up and drop off through the south entrance (Crosby Street), Door M. If your student is tardy and arrives to school after 8:00 a.m., please use the rear entrance, Door G and report directly to the office for a tardy slip.

South entrance (Crosby Street), Door M, will open at 3:10 p.m. as teachers bring their pick up students outside. Please do not go to the classrooms to pick up your student.

Main entrance doors will not open after 2:30 p.m. to allow the staff to prepare students for dismissal without disruption. Parents or guardians should pick up their children prior to 2:30 p.m.

EARLY DISMISSAL

If your child needs to be excused from school before the regular dismissal time, an authorized adult must submit a request *prior* to 9:00 a.m. on the day of dismissal.

Main office staff may only release your child to an adult (18 years of age or older) whom the parent authorizes on the Student Emergency Contact Card. Please update this information as your family situation changes. All information will be kept confidential in the student's file.

Early dismissals will not be granted after 2:15 p.m.

INSTRUCTIONAL PRACTICE

INSTRUCTIONAL MODEL

All content area classes will be on a 90-Minute Block Schedule consisting of 5 periods. Each class will be broken down into mini-lessons, small guided group, and independent or collaborative learning tasks. Classroom teachers can share specific routines and procedures upon request.

BLENDED LEARNING

Middle School students will utilize technology every day at CICS Jackson. Blended learning is the instructional practice of combining online and face-to-face learning opportunities. All Middle School classrooms will be equipped with Samsung Chromebooks in a 1:1 model, meaning one device per student. The use of devices and specific online programs will help *learners* develop skills they need. This model of Blended Learning is called Station Rotation, “a program with a specific course or subject where learners rotate on a fixed schedule or as directed by the teacher ” (Bray & McClaskey 2015). Each content area will utilize a different online program or resource for instruction.

SCHEDULES

Middle School will have 90 minute classes, and writing and science will be on an A and B day rotation. Students will have a choice of two Electives per quarter and will change at the beginning of each quarter.

Middle School Schedule						
	6:1	6:2	7:1	7:2	8:1	8:2
7:50-9:20	ELA	ELA	A: Writing B: Science	A: Writing B: Science	Math	Math
9:25-10:55	Math	Math	ELA	ELA	A: Writing B: Science	A: Writing B: Science
11:00-12:30	A: Writing B: Science	A: Writing B: Science	Math	Math	ELA	ELA
12:30-1:05	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:10-1:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:45-2:20	Community	Community	Community	Community	Community	Community
2:25-3:10	Electives	Electives	Electives	Electives	Electives	Electives

Middle School Wednesday Schedule						
	6:1	6:2	7:1	7:2	8:1	8:2
8:00-9:15	ELA	ELA	A: Writing B: Science	A: Writing B: Science	Math	Math
9:20-10:35	Math	Math	ELA	ELA	A: Writing B: Science	A: Writing B: Science
10:40-12:00	A: Writing B: Science	A: Writing B: Science	Math	Math	ELA	ELA
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Electives	Electives	Electives	Electives	Electives	Electives

ASSESSMENTS

All students at CICS Jackson will be given formal assessments. At the beginning, middle, and end of the school year, students will participate in the NWEA MAP (Northwest Evaluation Association, Measures of Academic Progress) assessment. This computer-based assessment will address Math, Reading and Science. Our students in grades 3-8 will also take the Partnership for Assessment of Readiness for College and Careers (PARCC) in the Spring.

COMMUNITY SERVICE

CICS Jackson Middle School Students will participate in schoolwide community service. Students will be required to meet a set amount of community service hours as a part of the social studies curriculum. CICS Jackson 8th grade students will have an all year community service project in which they will participate, completing before graduation. Students will be provided opportunities to earn community service hours during the school day and must sign up for and complete around the school building.

ELECTIVES

Middle School students will have voice and choice in developing their interests and passions beyond the core curriculum. The Middle School elective program will encompass Physical Education, Art, Music, Health and Wellness, Life Skills and Media Studies. The elective program will begin during the 1st Quarter with an Exploratory Unit, where students will preview seven different electives. Next, students will complete an interest survey to choose their electives and help Specials teachers define which elective will be offered. Students are required to take (2) electives per quarter.

GRADING and SYLLABI

CICS Jackson will have four academic grading periods that are approximately ten-weeks in length.

1st Quarter: August 24th- October 28th

2nd Quarter: October 29th- January 22nd

3rd Quarter: January 23rd- April 26th

4th Quarter: April 27th - June 10th

The Distinctive Schools Curriculum Maps are broken down into eight Blocks of Instruction that last between nineteen and thirty-one days. The following represents a breakdown of the assignments, quizzes/tests/projects that a Middle School student would have during a typical Block of instruction.

Example: 6th Grade Math

Time	Classwork 50%	Assessment 50%
Week 1	participation grade, assignment grade	quiz/project grade
Week 2	participation grade, assignment grade	quiz/project grade
Week 3	participation grade, assignment grade	quiz/project grade
Week 4	participation grade, assignment grade	Review Week
Week 5	participation grade, assignment grade	CFA/test
Week 6	participation grade, assignment grade	quiz/project grade
Week 7	participation grade, assignment grade	quiz/project grade
Week 8	participation grade, assignment grade	quiz/project grade
Week 9	participation grade, assignment grade	Review Week
Week 10	participation grade, assignment grade	CFA/test

**At the end of the quarter, teacher will drop the two lowest grades in the gradebook consisting of one assignment and one quiz.

MIDDLE SCHOOL COMMUNITY

CICS Jackson Middle School Students and Staff will participate in community meeting, four times per week. Community Meetings are time built into students schedules daily schedules after lunch (Monday, Tuesday, Thursday and Friday), that will be utilized to build community amongst staff and students, build social emotional learning skills, and provide a variety of support to students based on students needs and interest. There will be 12-13 Advisory Groups, where students will have the opportunity to choose their Community Mentor starting 2nd quarter. A week in community will look like this:

Monday: social emotional learning skills

Tuesday: academic learning skills

Thursday: tutoring, homework completing and missing work

Friday: bi-weekly rotation of social emotional learning and student choice

HOMEWORK

We believe that students should extend their school experiences through skill reinforcement and enrichment activities, both at home and in the community. Homework will be given in all subject areas in a packet-style format on Monday (or the first day of the week) and it will be due on Fridays. Students will have Thursdays during Community for homework help or extra time to complete the packet before Friday. There will be Homework Club on Mondays, either during lunch or afterschool.

Homework assignments will reflect the needs, abilities, and interests of students. Parents can expect their child will have homework Monday through Thursday each week. If your child is spending what appears to be an unusual amount of time on homework, or if it seems to be particularly difficult, you should communicate with your child's teacher. If your child isn't in the routine of bringing home homework, please call his/her teacher immediately.

MISSING WORK

All missing work will be accepted up until Friday of the week the assignment was assigned. If you were absent, assignments will be accepted until the end of the instructional Block. Once the Block is over that missed assignment will no longer be accepted.

PARENT TEACHER CONFERENCES

Student Report Cards are issued four times during the school year. This document will give you a detailed description of the grades that your child earned throughout the quarter. Report Cards will only be given out at conferences. Conferences will be held at least 2 times per year, once in November and again March/April. Parents may also request a conference with any or all of their child's teachers. At CICS Jackson we expect 100% parent/guardian participation in conferences.

PROMOTION POLICY

During the 4th quarter, the Response To Instruction team and the Campus Leadership Team will meet to make promotion decisions. These decisions will be based upon student grades, attendance, progress made in the current school year and teacher professional input. Evidence will be collected and prepared before the 4th Quarter promotion meetings. Each case will be handled on an individual basis with director's discretion.

If there is a student that is at risk for retention, it will be communicated to the parents on or before 3rd Quarter scheduled conferences. School personnel will consider the following criteria in determining student advancement or retention.

- Individual academic progress made during the school year
- Attendance

- Prior and current years ISAT scores
- Conduct
- Student effort
- Proficiency in reading and writing English at the appropriate grade level
- Parental support
- Student maturity
- Homework assignments

PARENT INVOLVEMENT

Parent involvement is crucial at CICS Jackson. We are looking forward to meeting with parents and hearing their ideas for the betterment of our school. We consider parent involvement to be everything you do to support your child's education:

1. Sending him/her to bed at an appropriate hour
2. Preparing his/her clothing for school
3. Checking completed homework
4. Asking him/her about their day at school
5. Participating in school assignments that involve the family
6. Reading aloud to your child
7. Taking family field trips
8. Talking about your own educational experiences and your wishes for the child's education
9. Attending school functions, serving on any committees or parent associations
10. After a suspension, a parent must return with student prior to admittance back to school.

Parents are encouraged to become part of our Rockford Parent Teacher League. This group is just one way parents can have a voice in our school. The RPTL plans school fundraising opportunities and assists the school with other after school activities like Spooky Reading Night and Turkey Bingo. Meetings are held regularly and the board meets monthly. Contact the school office for more information on how to be a part of this group.

Parents may also volunteer in many ways on campus. Volunteers can attend field trips with their child's classroom, assist with classroom activities, and assist with school wide activities on an as need basis. A volunteer packet must be completed and is available in the school office.

New this year, classroom teachers, with the support of the RPTL, will establish a Room Mother in each classroom. This person will assist the classroom teacher in coordinating any activity that requires classroom participation. They will also assist with the coordination of classroom parties.

PARENT COMMUNICATION

Teachers will communicate to parents on at least a weekly basis through a variety of forms. A weekly CICS Jackson Middle School Newsletter will be sent home with students, as well as upload on the CICS Jackson Middle School Edmodo Account. Parents will receive a Remind 101 alert every Thursday *only* for students who are missing work that is due on Friday.

The following are the forms of CICS Jackson Middle School Parent Communication are, but not limited to:

- Edmodo, CICS Jackson Middle School Page
- Remind 101
- Parent Newsletter
- Phone Calls

FIELD TRIPS

Cultural and educational field trips are scheduled during each school year. There will be 2-3 Middle School field trips. Field trips are planned to enhance your child's educational process and must be relevant to what is being studied at the time the field trip is planned. Field trips are scheduled on school days and are, therefore, not optional. Fees will be deducted from the Activity Fees paid at registration. Additional fees may apply for trips that exceed the school day or are overnight trips. Permission slips from parents/guardians must be signed and returned to the classroom teacher before a student may participate in a field trip.



Permission slips from parents/guardians must be signed and returned to the classroom teacher before a student may participate in a field trip.

Chaperones - The ratio of chaperone to student is:

- Kindergarten - 2nd grade: 1 parent/guardian for every 6 students
- 3rd - 8th grade: 1 parent/guardian for every 10 students.
- Teachers count as 1 chaperone for every field trip.

Each chaperone is directly responsible for their group of students and chaperones should check in with teachers on a consistent basis. Chaperones should follow the direction and guidelines set forth by the classroom teacher on the trip. Each group will follow the same set of rules. Team Leaders or Teachers will provide a brief outline of the guidelines to chaperones before the trip at the chaperones request. Any questions regarding the rules and responsibilities should be directed to the Teacher.

Dress Attire - Students attending a field trip are required to wear their complete CICS uniform, unless otherwise noted in the field trip/permission slip sent home to parents prior to the field trip.

ATHLETIC PROGRAM

The Middle School Athletics that will be offered for the 2015-2016 school year are as follows:

Coed Cross Country = Fall
Boys Basketball (1 team) = Winter
Cheerleading = Winter
Coed Track = Spring

It is our belief that a child's participation in athletics is important in the development of character, teamwork, self-discipline, healthy living, integrity, respect for others and positive, competitive behavior. This year we will be participating in RPS District 205 athletics on a probationary status. Participation in the program is voluntary and the following expectations will be strictly enforced:

EXPECTATIONS

1. The athletic program(s) will not interfere with/disrupt the academic programs of the school.
2. The student athlete must show respect for coaches, team members, opponents and the officials of the sport. The athlete is also expected to demonstrate respect toward the spectators and play by the rules of the game.
3. The athlete must be present and on time for all practices and games. It is the responsibility of the athlete to notify the coach if he/she is unable to attend a practice or a game.
4. The athlete is expected to return his/her uniform in good, clean and reusable condition.

Blatant disrespect and disregard of the expectations mentioned above will result in limited or revoked playing time and the potential withdrawal of the student from the athletic team and competition.

RESPONSIBILITIES

- A student must have parental approval to participate on the team. A permission slip will be sent home to parents/guardians at the beginning of the athletic season.
- A student must have a sports physical exam and be in good physical health according to a licensed physician prior to joining the team. The physical form must be on file before participation will be granted. Forms are available in the school office.
- A student must be in good academic standing, strictly following the eligibility policy.

- Any student who has been suspended for a Major offense may be automatically ineligible to participate in games for the duration of the suspension or season. Parents will be contacted by the School Director, Dean or Athletic Director if this applies.

ELIGIBILITY POLICY

In order to participate in co-curricular activities, students must meet the following requirements:

- All students in grades 5 through 8 participating in co-curricular activities must have received a passing grade in a minimum of 5 classes the previous semester.
- Continued participation will require a students to be passing 5 classes on a weekly basis with no unexcused classroom absences. Meaning any student caught missing a class without being properly signed out in the main office.
- All students in grades 5 through 8 are automatically deemed eligible for the first year only.
- Once teams are established, weekly eligibility begins and all students are required to be passing a minimum of 5 classes on a weekly basis, with no unexcused classroom absences.
- For students receiving services under the IDEA or Section 504 of the Rehabilitation Act of 1973, their IEP or 504 plan will be reviewed for proper implementation prior to determining ineligibility.

INELIGIBILITY PERIOD

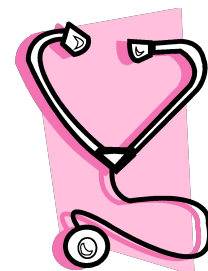
In accordance with IHSA policy, the ineligibility period for failing to pass 5 weekly classes will begin the following calendar week, Sunday-Saturday. For example, the grade report shows a student is not passing 5 classes on Thursday, this students is ineligible to compete the following Sunday-Saturday. This student may continue to compete for the remainder of the week they become ineligible.

While ineligible, students may continue to practice with their team but may not dress for any co-curricular activity, scrimmage, exhibition match, etc.

HEALTH SERVICES

The classroom teacher refers students to the Health Office whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries are treated at school.

Each child is required to have an Emergency Contact form on file. This form requires the names and phone numbers of 3 responsible persons who are 18 years or older that can be contacted in case the parent/guardian cannot be reached. It is the responsibility of the parent/guardian to regularly update contact information through the school office.



HEALTH CONCERNS

Parents/guardians **must keep their child home** if the child has any of the following illnesses:

- Fever of 100 degrees or higher
- Vomiting
- Acute cold
- Sore throat
- Earache
- Swollen glands
- Severe cough
- Inflamed or red eyes
- Listlessness, weakness, drowsiness and/or flushed skin
- Headache
- A rash or skin eruptions of unknown origin

Children who become ill during the school day will be required to go home - as soon as possible. It is the parent's/guardian's responsibility to either pick up their child or make arrangements for a person listed on their student's emergency list to pick up their child. This **MUST** be done in a timely manner.

If a child is sick at home or is sent home from school for an illness, they are NOT to return to school until they are free of fever and/or symptoms, or the next school day, which ever comes first.

Parents/guardians are asked to contact the school regarding any problems concerning their child's health, medications or communicable diseases.

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.

Children cannot be left in the classroom during recess without a teacher present. **All** children who attend school are expected to participate in recess. If a child is too sick to go outdoors for fresh air and exercise, the child should be kept at home. Exceptions will be made upon written request from a physician.

MEDICATIONS

Medications will be given during school hours **only if medically necessary** to maintain a student's health. Cough drops and cough syrup are **not** medically necessary at school

Before medications can be given out 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.

No medications will be given at school except for those which have been prescribed by a physician and which are needed to support the child in school. Any medication that is taken at school **must** be brought to the nurse's 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

If the student needs to take medication at school, the parent/guardian should bring the medication to school and not send it with their child. The parent/guardian is also responsible for picking up their child's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be thrown away. All medications that have not been picked up at the end of the school year will be thrown away.

Students cannot carry any type of medicines, pills, or inhalers unless the nurse has a note from the physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file with the nurse's office and must state that the child needs to keep the medicine with them during the school day.

MEDICAL REQUIREMENTS

All children 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. This documentation needs to be on file no later than first day of school of the current school year or the student will be excluded from school.

Any student who enrolls 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 a record of their immunizations on file no later than the first day of school.**

All Illinois school children in kindergarten, 2nd and 6th grades are required to have an oral health examination (a dental exam). A licensed dentist must perform the examination and he/she must sign the dental form to document the exam. **Each child must present proof of the examination by a dentist prior to the first day of school of the current year. The examination must have occurred within the last eighteen months.** Please contact the school nurse at your child's school if you have any questions regarding this requirement.

All students entering kindergarten shall have an eye examination by a licensed physician or licensed optometrist by the first day of school of the current school year. A cumulative health record is kept for every student. In case of a transfer, the child's health record is sent to the new school.

FOOD ALLERGY REQUIREMENTS

Distinctive Schools will follow a 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 parents and staff are expected to comply with the policy.**

GENERAL INFORMATION

HALL PASSES

Students must have a hall pass anytime they are out of the classroom. If students do not have a hall pass, they will be escorted back to class and not be able to leave until given one.

FOOD POLICY

Students are not allowed to bring any food or drinks (except water) inside of the classrooms. All food and drinks must be kept inside of the student's locker until lunchtime. Students will receive a minor offense for bringing food and drink inside of the classroom.

Textbooks, Library Books, Audio/Visual Equipment & Other School Materials

All books are inspected and assigned to students at the beginning of the school year and are inspected and collected at the end of the school year. It is the responsibility of CICS students to return textbooks, library books and any other school materials at the end of the school year in good condition. In accordance with the DS policy, it is the responsibility of a parent/guardian to instill respect of property in their children. Thus, parents **MUST** assume responsibility for damage to or loss of any textbooks, library books, audio/visual equipment or other school materials used by their child/children. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full, in cash, before a final report card will be issued, transfer of records sent, or registration accepted for the next school year. The teachers, in conjunction with the Campus Directors, Instructional Coaches and Student Support Team, will determine these fees.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones and other electronic devices (including accessories) that are brought to school by a student:

- **MUST** remain off and placed in the classroom cell phone organizer at the beginning of every class.
- Each organizer will be stored in the classroom.
- Cell phones and other electronic devices (including accessories) shall be returned to students at the end of every class period as they exit for their next class.

- NO EXCEPTIONS

While on an off-campus school event or field trip:

- Possession of personal cell phones and electronic devices is prohibited.
- Any cell phone or electronic device carried by a student must be left at home before departure or deposited in the bin provided in the student's homeroom each morning.

A student's failure to have a cell phone or electronic device turn off and pack-out-of-sight before depositing it in his or her homeroom bin, or a student's possession of a cell phone or electronic device while attending a school event or field trip, constitutes a Minor 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 Major Offense, and the cell phone or device will be confiscated by the Director or Dean until a parent/guardian conference occurs. The school expressly disclaims liability for any lost or stolen cell phones brought to school. Each campus will determine specific consequences with Director/Student Support Team discretion.

"Electronic device" means any battery or electric-powered item not specifically authorized by the school, including but not limited to E-Readers, hand-held games, game systems, iPods, iPod Nanos, iPads, tablets, and similar devices.

STUDENTS ARE NOT ALLOWED TO USE CELLULAR PHONES (OR OTHER ELECTRONIC DEVICES) FOR ANY PURPOSE DURING SCHOOL HOURS. ALL COMMUNICATION BETWEEN STUDENTS AND PARENTS MUST BE DONE THROUGH THE MAIN OFFICE.

ARTICLES NOT TO BE BROUGHT TO SCHOOL

Objects which create a safety hazard or which interfere with school procedure should not be brought to school. Items include toys, toy guns (including Nerf guns), and sports equipment.

Undesirable objects will be confiscated if brought to school without the teacher's permission. *Any money sent to school with your child should be kept to a minimum. The school is not responsible for any money that is sent to school with your child.*

MARKING CLOTHING

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.

Technology Rules Contract/ Student Parent Technology Agreement
SY 2015-2016

In the 21st century information age, it is the purpose of Distinctive Schools to provide students with tools that help them create and expand their learning. Our goal is that everyone who graduates from Distinctive Schools will have the ability to use digital tools in a productive and ethical way. To accomplish this goal, Distinctive Schools provides iPads and/or laptops to students for use during school. In order to balance freedom of use with security, policies that will ensure consistent, responsible, and productive technology use have been developed. Distinctive Schools expects students, faculty, and parents to abide by these policies.

Responsible Use Procedures Agreement for Parents and Students

Laptop Responsibilities

1. Students are responsible for the care of any laptop or iPad assigned to them. This includes causing physical harm to the computer, shattering screens, breaking hinges, dropping the device, picking off keys from the keyboard, or spilling liquid on the device.
2. Students may clean the laptop or iPad using only a soft, clean cloth, no cleansers of any kind.
3. Cords and cables must be inserted into and removed carefully from the device to prevent damage.

Technology Discipline

1. All rules and guidelines are in effect before, during and after school hours. The term “equipment” or “technology” refers to devices, batteries, power cords, chargers, headphones and cases.
2. Students are prohibited from defacing issued equipment in any way. This includes, but is not limited to, marking, painting, drawing or marring any surface or stitching on the case.
3. Damaging or defacing a device or accessory is equivalent to vandalism or property damage.
4. After a quote is received- student/parents will be responsible for the entire cost of repairs or replacement due to damage through misuse, neglect, or damage to device as determined by the administration.
5. All forms of electronic communication must be consistent with our school’s ethical policies.

DRESS CODE

The spirit of the Uniform Dress Code is to create the best possible learning community for all students. It is our belief that good dress and work habits reflect a proper school attitude. Students are expected to be dressed in their school uniform and groomed in a manner that will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law. They are required to be in proper school uniform dress code during school hours, while on campus, and on field trips unless otherwise notified.

THE FOLLOWING ITEMS ARE NOT ALLOWED TO BE WORN IN SCHOOL

<ul style="list-style-type: none"> • No sunglasses 		<ul style="list-style-type: none"> • No sandals/flip flops
<ul style="list-style-type: none"> • No tank tops 		<ul style="list-style-type: none"> • No tight fitting shirts/tops
<ul style="list-style-type: none"> • No jeans (except when told otherwise) 		<ul style="list-style-type: none"> • No sleeveless shirts
<ul style="list-style-type: none"> • No tight pants (as determined by administration) 		<ul style="list-style-type: none"> • No hanging belts
<ul style="list-style-type: none"> • No hair glitter/body glitter 		<ul style="list-style-type: none"> • No cargo pants
<ul style="list-style-type: none"> • No hoop or dangling earrings (for safety reasons) 		<ul style="list-style-type: none"> • No jackets
<ul style="list-style-type: none"> • No necklaces may be worn 		<ul style="list-style-type: none"> • No key cords
<ul style="list-style-type: none"> • No rollers/curlers 		<ul style="list-style-type: none"> • No combs or picks
<ul style="list-style-type: none"> • No sagging pants 		<ul style="list-style-type: none"> • No shorts other than school gym shorts
<ul style="list-style-type: none"> • No visible tattoos 		<ul style="list-style-type: none"> • No hanging suspenders
<ul style="list-style-type: none"> • No visible body piercing including band-aids covering piercings 		<ul style="list-style-type: none"> • Stud earrings (in ears) are acceptable for girls only. Boys may not wear earrings.
<ul style="list-style-type: none"> • NO hats or other head coverings, including sweatbands and handkerchiefs are permitted 		<ul style="list-style-type: none"> • Stud earrings (in ears) are acceptable for girls only. Boys may not wear earrings.
<ul style="list-style-type: none"> • Hair cannot be colored or highlighted any color that is not natural hair color 		<ul style="list-style-type: none"> • No wristbands, string bracelets or sweatbands are to be worn unless given permission by Director
<ul style="list-style-type: none"> • NO pants may be worn under skirts (girls only) - <i>Pants may be worn under skirts in winter only, but must be removed once at school.</i> 		<ul style="list-style-type: none"> • NO Mohawks or other hairstyles/designs which partly remove hair from the scalp
<ul style="list-style-type: none"> • NO boots - hiking, work boots, etc. may be worn during the school day. <i>Boots may be worn during the winter but must be removed once in school and regular school shoes must be put on.</i> 		<ul style="list-style-type: none"> • NO pants may be worn under skirts (for Excessively large chains, key chains, etc. may not be worn during the school day by boys or girls
<ul style="list-style-type: none"> • No shoes or boots with heels 		<ul style="list-style-type: none"> • No colored socks or socks with designs

Dressing down on designated dress down days is a privilege. When dressing down, students may wear blue jeans, the appropriate colored shirt, and appropriate/safe shoes.

No hooded sweatshirts except on Spirit Fridays. The hoodies must be a CICS Spirit Friday hoodie on Spirit Fridays.

Students are expected to be dressed and groomed in a manner that will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law.

Items worn that have been determined by the administration as distracting to the educational process and/or cause a safety risks that are not listed above will be considered a dress code violation. If an item is questionable as to whether or not it is appropriate for school, it probably is not and should be preapproved by administration before a students wears the item to school.

*Final determination of appropriateness of student dress and measures taken to enforce the policy will be made by the campus Director or Student Support Team.

*Contact your individual school campus for uniform purchasing procedures.

Students at CICS Jackson are required to wear school uniforms every day. Students are not allowed to change clothing prior to exiting the building. The uniform policy is mandatory and all students are expected to be dressed in full uniform everyday. There will be no exceptions or adjustments to the uniform policy.

BOYS 6-8

- Khaki pants or shorts
- White-collard button-up shirts (long or short sleeve)
- Navy blue sweater vest or Navy blue blazer (Mandatory Nov. 1st-Apr. 1st)
- Solid black or brown dress casual shoes
- Solid black or brown belt
- Solid black, brown, white or navy blue socks
- Solid navy blue necktie or bow tie

GIRLS 6-8

- Khaki pants, shorts or skirts
- White-collard button-up shirts (long or short sleeve)
- Navy blue sweater vest or Navy blue blazer (Mandatory Nov. 1st-Apr. 1st)
- Solid black or brown dress casual shoes
- Solid black or brown belt
- Solid black, brown, white or navy blue socks or tights

All bottoms must be at an appropriate length. All shorts, skirts and skorts must pass the finger length test. While standing, the bottom must reach 2 inches below the student's longest finger. If the length is not appropriate, parents will be contacted to bring alternative clothing.

To order uniform items, please visit www.frenchtoast.com and use source code QS45KDK.

GYM UNIFORM ALL GRADES

- Navy Blue CICS Logo Mesh Shorts
- Navy Blue CICS Logo Sweatpants

*Items available at orientation or through the school office after orientation.
Students must wear their gym uniform to school on the day they have gym.*

SPIRIT FRIDAY WEAR

Students may wear the following on Fridays for Spirit Fridays

- CICS Spirit Friday T-Shirt
- CICS Spirit Friday Hooded Sweatshirt
- Jeans
- Solid black or brown dress casual shoes

CICS JACKSON DISCIPLINE CODE

MINOR OFFENSES

Minor offences are offences that disrupt the learning environment and/or distract from the educational process. Minor offences will typically be handled in the classroom by your child's teacher. In the event a minor offence becomes a frequently repeated behavior where classroom interventions & strategies are not helping the student redirect and/or correct the behavior, the classroom teacher may issue a referral. Minor offences include the following:

- Eating, drinking or chewing gum outside of the cafeteria
- Running and/or making excessive noise in the hall or school building or premises
- Persistent tardiness to school or class
- Failing to abide by stated school rules or regulations
- Low-intensity use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment
- Insubordination/Defiance/Noncompliance - Low-intensity refusal to follow orders, directions or stated school rules/procedures.
- Disrespect - Low-intensity socially rude or dismissive messages geared toward adults or students.
- Participation in acts designed to disrupt classroom or school activities
- Harass, repeatedly annoy, impede, or otherwise negatively interfere with another student
- Physical Contact/Physical Aggression - Engaging in non-serious but inappropriate physical contact, without intent to harm.
- Disrupting the learning environment - Engaging in low-intensity but inappropriate actions that disrupt the learning environment

- Misuse of Property - Engaging in low-intensity misuse of property
- Use of cell phones, pagers or other electronic devices
- Engaging in non-serious but inappropriate violations of the CICS Acceptable Use of Technology guidelines

If a student is given an office referral for frequent and repeated minor offences, the Student Support Team may, at his or her discretion, issue a consequence up to a one day out-of-school suspension. Minor offences may be deemed a major offence if, after receiving multiple office referrals and consequences, the student continues to exhibit the behavior(s). The degree of the suspension, whether in-school or external, as well as length of suspension, shall be determined by CICS' staff and/or Board of Directors.

MAJOR OFFENSES

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

- Insubordination/Defiance/Noncompliance - repeated refusal to follow orders, directions or stated school rules.
- Leaving the classroom without permission
- Disrespect - Socially rude or dismissive messages geared toward adults or students.
- Disrupting the learning environment - Engaging in repeated, purposeful actions that disrupt the learning environment.
- Abusive Language - Engaging in verbal messages that are abusive, directed at another person to cause intentional harm, or a pattern of aggressive profane language
- Physical Aggression/Assault - Engaging in actions involving serious physical contact where injury may occur. Intentionally trying to hurt another person.
- Fighting - Student is involved in MUTUAL participation in an incident involving physical violence
- Threatening - Threatening the physical well being of any student or staff member
- Bullying (as more fully defined in Appendix A of this Handbook), hazing or any aggressive, direct or technology-based behavior designed to cause psychological harm to another
- Harassment - The delivery of disrespectful messages directed to another person in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
- Smoking on school property
- Arson

- Destruction of property/Vandalism - Participating in an action that results in the destruction or disfigurement of property
- Creating a false fire alarm
- Possession and or use of weapons- Any object that is commonly used to inflict bodily harm (real or look alike), 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.
- Any act that endangers the safety of the other students, teachers or any school employee.
- Theft - A student is involved in being in possession of, having passed on or being responsible for removing someone else's property without that person's permission.
- Inappropriate Location - Student is in an area that is outside of school boundaries, as indicated by the schedule or teacher. i.e. leaving the classroom without express permission.
- Trespassing
- Participating in gang activity
- Inappropriate Display of Affection - any verbal or physical gestures/contact of a sexual nature to another student/adult whether consensual or nonconsensual
- Gang Affiliation - Student uses gestures, dress, and/or speech to display affiliation with a gang.
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs
- Engaging in repeated violations of the CICS Acceptable Use of Technology guidelines
- Skipping Class - Student misses class without permission.

Students who commit any of these acts are subject to a minimum of a one day out-of-school suspension and parent-teacher conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. Alternative assignment may include 6-10 hours of community service. The degree of the suspension, as well as length of suspension, shall be determined by CICS' staff and/or Board of Directors.

TRANSPORTATION REFERRALS

All students are expected to comply with RPS District 205 guidelines for behavior on the school bus. Disruptive behaviors include:

- Getting out of their seat while the bus is in motion
- Use of profanity
- Eating on the bus
- Bullying (as more fully defined in Appendix A of this Handbook)
- Physical altercations between students

- Failure to comply with railroad expectations

Any student being disruptive on the bus will be subject the following:

- Write up by bus driver
- Conference with school administrative team
- Saturday Bus Safety class at RPS District 205 Transportation Center
- Bus suspension for a minimum of 3 school days

Students who continue to be disruptive on the bus will continue to be suspended off the bus for up to 9 days and could face removal from the bus for the remainder of the school year.

Parents are not allowed to get on the busses to discipline children. Any parent getting on the bus other than for a field trip, may be subject to interventions by the Rockford Police Department.

SUSPENSION AND EXPULSION

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

- A. Suspension Not Exceeding Ten School Days:** Students suspended for ten school days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her; an explanation of the basis for the accusation; and a chance to present his/her version of the incident, in writing, to the Campus Director. If unsatisfied with the response of the campus director, the student and guardian may present his/her version of events to the appropriate administrative officer of the educational management organization that manages the campus on behalf of CICS.

- B. Suspension In Excess of Ten Days and Expulsion:** Students suspended for more than ten school days and/or 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 Rockford Charter School Organization's Board of Directors ("Board"), an appointed hearing officer, or a Board representative. 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.

If a student is expelled from CICS, it is a permanent expulsion so that the student may not return to CICS at any time in the future. RPS District 205 is not obligated to accept a student back into their campuses if a student is expelled. If a student wishes to appeal his or her expulsion from CICS, there are two options. First, the parent and/or student may attend the next regularly scheduled meeting of the CICS Rockford Charter School Organization's Board of Directors and appeal the decision to the Board members in attendance. Second, the parent and/or student may appeal in writing by sending a letter to the Board of Directors before the next regularly scheduled board meeting stating why the parent and/or student feels the expulsion decision should be overturned. The Board will discuss the student and expulsion decision during executive session and will notify the parent/student in writing of its decision.

BEHAVIOR PLANS

Any student who continues to be disruptive will be placed on a strict behavior plan by the school in conjunction with the parent/guardian. The plan will be established in a parent conference with the classroom teacher and members of the administrative team. Upon completion of the plan, all parties will sign the document and it becomes a binding agreement between the parents and the school. Parents/guardians will be given a copy of the plan.

Should a student not be successful with the plan as established, a review of the plan will happen and revisions will be made. Continued violations of the plan will result in the student being brought to a disciplinary hearing. Should the student not be successful after the hearing, the plan will be revised again. Continued violations of the plan created in the disciplinary hearing will result in the student being brought before the Board in a expulsion hearing.

JACKSON BULLYING POLICY

Bullying is a form of harassment. Bullying is fully defined in Appendix A of this Handbook, and includes the repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted (cyberbullying), or emotional abuse, or through attacks on the property of another. It may include but is not limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within the school. Such conduct is disruptive to the educational process and, therefore, bullying is not acceptable behavior in CICS and is prohibited.

Cyberbullying takes many forms, which may include:

- Flaming- sending angry, rude, or vulgar messages
- Harassment- repeatedly sending a person an offensive message
- Cyber stalking- harassment, threats of harm, intimidation

- Denigration- sending or posting harmful, untrue or cruel statements
- Masquerading- hiding your identity when sending messages
- Outing- sending or posting private material about a person
- Phishing/Trickery- engaging in tricks to solicit embarrassing information
- Exclusion- intentionally excluding a person from an on-line group
- Bashing- routinely posting racist remarks or gossip online
- Spamming- flooding the Internet with multiple copies of the same message

Students engaged in any act of bullying that is in any way connected to any activity sponsored or supported by CICS will be disciplined in accordance with the CICS Code of Conduct. Students found to have violated this policy may be subject for the full range of disciplinary consequences as specified in the Code of Conduct, including suspension and expulsion.

Any person believing that he or she has been subject to any act of bullying as set forth in this policy or otherwise should contact the Principal. Be assured that we take such reporting seriously and retaliation due to such reporting is strictly prohibited.

PROCEDURAL GUIDE FOR STUDENTS WITH DISABILITIES

School officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, as long as students with disabilities are being provided with special education services, in-school suspensions do not count towards the 10-day limit. Directors do not have to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. The director has discretion to be flexible in the amount of days of suspension given to each special education student with disabilities. Students with disabilities can be suspended in excess of 10 school days in certain circumstances. **In order to suspend a student with a disability in excess of 10 school days, the Office of Due Process and Mediation MUST first be consulted for approval:**

1. Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of the decision to discipline the student.
2. The IEP team must:
 - a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of the student's disability if:

- i. The student was given appropriate special education supplementary aids and intervention strategies; and
 - ii. The disability does not impair the ability to control behavior.
- b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
- c. Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.

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

ACCEPTABLE USE OF TECHNOLOGY

This Student Acceptable Use Policy ("Policy") sets forth the standards governing CICS authorized users' access to local, state, national, and international sources of information through the Internet, the CICS network, and computer and electronic mail ("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, 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 provide 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 Rockford Public Schools (RPS) and the City of Rockford 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, RPS and the City of Rockford 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.

II. USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL

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

1. Use of the CICS network for, or in support of, any illegal purposes
2. 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.
3. 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
4. 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
5. "Reposting" or forwarding personal communications without the author's prior consent
6. Copying commercial software in violation of state, federal or international copyright laws
7. Using the CICS network for financial gain or for the transaction of any business or commercial activities
8. Plagiarizing (claiming another person's writing as your own) any information gained on or through the CICS network or any other network provider
9. Using the CICS network for political lobbying
10. 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

11. Providing access to the CICS network to violate any provisions of the CICS Code of Conduct
12. 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

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, at all times, for its proper use. A responsible Student User of the CICS network:

1. May keep a free account on the CICS network as long as he or she is a student in CICS
2. May use the Internet to research assigned classroom projects
3. May use the Internet to send e-mail to other users of the CICS network and to people around the globe
4. May use the Internet to explore other computer systems
5. Does not give his or her password to another person
6. 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
7. Understands the Policy before logging on
8. Understands that if the Policy is violated, the student’s account on the CICS network will be revoked
9. 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
10. 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, ENFORCMENT

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 any and 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.

NOTIFICATION OF RIGHTS UNDER FERPA

For Elementary and Secondary Schools

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

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

NON-DISCRIMINATION 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.

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 2014-2015 Academic Year is:

David Sundstrom,
910 W. Van Buren St. Suite 315 | Chicago, IL 60607
Tel: (312) 332-4998
Fax: (312) 332-4233
Cell: (904) 662-0620
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.

The Distinctive Schools Board of Directors shall consider the complaint at the earliest appropriate meeting at which time the complainant shall address the board in public or closed session as appropriate and lawful, concerning the complaint.

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.

EQUAL EDUCATIONAL OPPORTUNITIES

Distinctive Schools is committed and dedicated to the task of providing the best education possible for every child 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 2014-2015 Academic Year is:

David Sundstrom,
910 W. Van Buren St. Suite 315 | Chicago, IL 60607
Tel: (312) 332-4998
Fax: (312) 332-4233
Cell: (904) 662-0620
E-mail: dms@distinctiveschools.org

Chicago International Charter School (CICS)
ANTI-BULLYING POLICY
Appendix A

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 ii in this Appendix A.

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 I 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;
- 6) 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 act or 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 child/ren'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 report as 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 a 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.