

ROCKFORD CHARTER SCHOOL ORGANIZATION
JACKSON CHARTER SCHOOL

STUDENT Handbook

2026-2027



Mission: To empower our students to become global leaders who connect, explore and create through real-world learning experiences.

Vision: To foster a safe environment where integrated learning, strong families, and community partnerships embrace our students while inspiring them to shape the world.

Table of Contents

Contents

PARENT/GUARDIAN LETTER.....	5
SCHOOL INFORMATION.....	6
SCHOOL HOURS.....	6
DAILY SCHEDULE.....	6
BREAKFAST INFORMATION.....	6
SCHOOL ARRIVAL.....	6
SCHOOL DISMISSAL.....	6
MEETINGS WITH TEACHERS OR ADMINISTRATORS.....	6
VISIT THE CLASSROOM.....	6
CONTACT THE TEACHER.....	6
ATTENDANCE AND ABSENCE POLICIES.....	7
Release for appointments:.....	8
Illness at school:.....	8
Missed Assignments:.....	8
Unexcused absences:.....	9
Trips/Vacations:.....	9
TARDINESS.....	9
TRUANCY POLICY.....	9
TRANSPORTATION.....	11
Parent/Guardian Pick Up Tags:.....	12
PICKUP AND DROP-OFF.....	12
Drop-Off:.....	12
Pickup:.....	12
General Precautions:.....	12
EARLY DISMISSAL.....	13
Emergency School Closures.....	13
BUS CONDUCT.....	13
INSTRUCTIONAL PRACTICES.....	14
HOMEWORK.....	14
ARTIFICIAL INTELLIGENCE POLICY.....	14
ASSESSMENTS.....	15
PARENT/TEACHER CONFERENCES.....	15
PROMOTION POLICY.....	15

PARENT/GUARDIAN INVOLVEMENT.....	16
INVITATION AND GIFT POLICY.....	16
TREATS AND SNACKS.....	17
VISITOR POLICY AND VISITOR DRESS CODE.....	17
FIELD TRIPS.....	20
ATHLETIC PROGRAM.....	20
Responsibilities:.....	21
Ineligibility Period:.....	22
HEALTH SERVICES.....	22
HEALTH CONCERNS.....	22
HEAD LICE.....	23
MEDICATIONS.....	23
MEDICAL REQUIREMENTS.....	24
FOOD ALLERGY REQUIREMENTS.....	24
MENTAL HEALTH RESOURCES.....	24
GENERAL INFORMATION.....	25
WIRELESS COMMUNICATION DEVICE POLICY.....	25
ARTICLES NOT TO BE BROUGHT TO SCHOOL.....	27
MARKING CLOTHING.....	27
DRESS CODE.....	27
THE STANDARD UNIFORM.....	29
Boys K-5.....	29
Girls K-5.....	29
SPIRIT FRIDAY WEAR.....	29
JACKSON DISCIPLINE CODE.....	29
BULLYING POLICY.....	33
PROCEDURAL GUIDE FOR STUDENTS WITH DISABILITIES.....	42
AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE.....	48
ACCEPTABLE USE OF TECHNOLOGY.....	51
I. GENERAL PROVISIONS.....	51
III. GENERAL INFORMATION.....	52
IV. PARENT/GUARDIAN CONSENT FOR USE OF JACKSON NETWORK Prior to the.....	53
V. STUDENT ACKNOWLEDGEMENT AND INTERNET TEST.....	53
VI. WAIVER OF PRIVACY, MONITORING, ENFORCEMENT.....	53
STUDENT ONLINE PERSONAL PROTECTION ACT.....	53
NOTIFICATION OF RIGHTS UNDER FERPA.....	56

For Elementary and Secondary Schools:.....56

NON-DISCRIMINATION POLICY..... 58

TITLE IX GRIEVANCE PROCEDURE..... 58

EQUAL EDUCATIONAL OPPORTUNITIES..... 59

STUDENT HANDBOOK ACKNOWLEDGMENT..... 60

Dear Parent/Guardian:

Jackson Charter School asks all parents/guardians to read this Handbook.

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 school, 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.

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 our school. His or her attendance itself establishes a presumption that the Handbook has been read.

Finally, 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 school.

Dr. Ebony Wrenn
Jackson Charter School
Executive Director
315 Summit St.
Rockford, IL 61107
(815) 316-0093
ewrenn@jacksoncharterschool.org

SCHOOL HOURS

Student Arrival 8:15 a.m.

Breakfast 8:15-8:25 a.m.

Class Begins 8:30 a.m.

Student Dismissal 4:00 p.m.

On Wednesday's students are dismissed at 1:30 pm.

DAILY SCHEDULE

8:15 a.m. School doors open

Breakfast 8:15-8:25 a.m.

Class Begins 8:30 a.m.

Student Dismissal 4:00 p.m.

On Wednesday's students are dismissed at 1:30 pm.

BREAKFAST INFORMATION

Breakfast begins at 8:15 a.m. and ends at 8:25 a.m. Students must arrive prior to 8:30 a.m. in order to eat breakfast.

SCHOOL ARRIVAL

Jackson assumes the supervision of all students at 8:15 a.m. and instruction begins promptly at 8:30 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 4:00 p.m. Parents/Guardians are responsible for making sure that students are picked up on time. **On Wednesday's students are dismissed at 1:30 pm.**

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, send a ClassDojo message, telephone the office, or send an email to the person you wish to meet with. Administrators and staff will not meet with any parent/guardian between 8:15 a.m. - 4:00 p.m. unless the conference has been prescheduled.

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

CONTACT THE TEACHER

Phone calls from parents/guardians can be transferred to the room **before** 7:50 a.m. or **after** 4:00 p.m. All other messages should be left on the teacher's e-mail or the RCA House App. Teachers will be unable to accept parent/guardian phone calls during instructional periods. Email or RCA House App is the best way to communicate with our school staff during a school day. In the event of an emergency, please contact the main office at 815-316- 0093.

ATTENDANCE AND ABSENCE POLICIES

The progress and success of each student depends to a great degree upon regular attendance at school, for the entire school day. Good attendance is an important life skill that students should become familiar with and practice at an early age. Strict enforcement of attendance is one way of teaching and reinforcing these concepts. Regular attendance is necessary to ensure maximum educational benefits. A student who is not present in school is not learning. Because excessive absences from class result in a lack of participation and interaction by the student with the teacher and class, Jackson Charter School adheres to the following attendance policy.

Please note: By state law, students must be in academic classes 300 minutes a day (not including any passing time) to receive a full day of attendance credit and 150 minutes to receive a half day attendance credit in grades 2 through 12. Students PK through 1 must be in academic class 240 minutes to receive a full day attendance credit and 120 minutes to receive a half day attendance credit.

1. Reporting of absences:

If a student will be absent from school, the parent/guardian must telephone the school office at 815-316-0093 by 8:30 AM **on the day of the absence**. Absences reported through electronic means will not be accepted. The parent/guardian must call each day the student is absent unless previous arrangements have been made. If the parent/guardian has not called in prior to two hours of the school day passing, our automated system will call the parent/guardian to inform him/her of the student's absence. If no contact is made with the parent/guardian on the day the student is absent, administration will classify the absence as unexcused.

2. The determination as to whether an absence is excused or unexcused will be made by school administration according to Illinois law and school policy.

The Five-Day Excused Absence Policy:

Per Illinois law, students are allowed to take up to five (5) days off for mental or behavioral health, without a doctor's note. These days will be used prior to the accumulation of any other unexcused absences.

Students who accumulate more than five (5) days of absences per year must provide proof of the nature of the absence, for example, a note from the doctor, for the absence to be considered excused. Failure to do so will result in the absence to be considered unexcused. If a student is ill for two (2) or more consecutive days, prior to that student returning to school for instruction, parents/guardians should obtain a doctor's note certifying the student is well enough to return to school.

Valid reasons for excused absences include illness of the student, injury, unavoidable accident or emergency, and anticipated absence with administration approval prior to the absence.

Excused absences not counted in the five (5) day rule are: religious holidays; medical appointments; funeral for family members; court appearance; extended serious/critical illness of student; other absences beyond the control of the student as determined by the RSCO Board and administration, or other circumstances which cause reasonable concern to the parent/guardian for the mental, emotional, or physical health or safety of the student. **All excused absences require written proof/documentation.**

Students absent for ten (10) consecutive days or more for any reason may be dropped from our enrollment roster.

Release for appointments:

Parents/Guardians are encouraged to make appointments during times that do not conflict with school and instructional time. Students will only be released to parents/guardians if the parent/guardian has called the school prior to the student being picked up and provided the name of the person to pick up the student. Whoever is picking up the student should provide the school with a photo ID.

In order to be excused for an appointment, the following procedure must be followed:

Prior to the appointment the parent/guardian should call the school and give the following information:

- Name and grade of student
- Time of appointment
- Type of appointment
- Time to be released from school
- Approximate time of return to school

On the day of the appointment, students will be called to the office for pickup once the parent/guardian has arrived at the school, where they must be signed out. When the student returns, they must sign back in through the office, **with a written note from the doctor verifying the appointment. All appointments not verified by written proof from the doctor will be considered unexcused.**

Illness at school:

If a student becomes ill while at school, if prudent, the student will first be sent to the school nurse for an evaluation. If after evaluation it is determined the student needs to be sent home for the day, the school nurse will contact the student's parent/guardian to

pick up the student. Students may not use classroom phones, cell phones, or other electronic communications equipment for the purposes of contacting home when ill.

Missed Assignments:

Students absent from school for the above excused reasons shall be allowed to complete all coursework missed during the absence that can reasonably be provided and, upon satisfactory completion in the allotted time frame, shall be given full credit. All makeup coursework must be completed within the restraints stated by the student's homeroom teacher, or they will be recorded as a missing assignment, and given a grade of zero.

Unexcused absences:

All absences not previously classified or absences that would otherwise be considered excused which lack the appropriate documentation, are considered unexcused absences. Students who accumulate five unexcused absences can be referred to the truancy intervention programs of the Regional Office of Education. The following are examples of **unexcused absences**. This is not an all-inclusive list.

- Lack of ride to school
- Missing the school bus
- Oversleeping
- Participation in non-school sponsored events
- Personal business
- Private vehicle breakdown or failure to start
- Truancy

Trips/Vacations:

Research indicates that it is not educationally sound to remove your child from school for a trip or vacation. If this occurs, your child misses out on valuable interaction and contact with the teacher and other students. Student attendance days compose only 183 out of 365 days in a calendar year -- please utilize the remaining non-attendance days for planning family trips/vacations.

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. Absent extenuating circumstances as determined by the School Executive Director, a **student is considered tardy when he/she arrives to class after the bell has rung – 8:00 a.m.** Please know that three (3) tardies equals one absence. These absences will count as unexcused. Any unexcused absences will count towards Truancy.

TRUANCY POLICY

The Illinois School Code requires all students ages 6 to 17 to attend school. The Community and Family Engagement Specialist acts as the truancy officer for our school, tracking student attendance information and assisting families with issues related to truancy so they can avoid court. In an attempt to curb unexcused absences, the

Community and Family Engagement Specialist will attempt to determine the underlying causes for student absenteeism which can include interviews with students, parents/guardians, and other school officials. Should that route not be effective, the Community and Family Engagement Specialist requires court petitions to be filed. The following constitutes Jackson's Truancy Policy:

a) Excused Absences:

- a. A valid basis for an excused absence includes the following:
 - i. Illness/injury of the student or extended serious/critical illness of an immediate family member;
 - ii. unavoidable accident or emergency;
 - iii. anticipated absence with administration approval prior to the absence;
 - iv. Religious holidays;
 - v. Medical appointments with written proof from doctor;
 - vi. Funeral for family members;
 - vii. Court appearance with written proof from court;
 - viii. Other absences beyond the control of the student as determined by the RCSO Board and administration; and
 - ix. Other circumstances which cause reasonable concern to the parent/guardian for the mental, emotional, or physical health or safety of student.

b) Procedures for Unexcused Absences:

a. Step 1:

- i. After a student accumulates 3 unexcused absences a letter will be sent home with the student informing the parent/guardian of absences.
 - 1. A notification letter is mailed home to notify parents/guardians of the absences.
 - 2. A copy of the school attendance policy will accompany the notification letter.
 - 3. Parents/Guardians should call school to confirm receipt of the letter.

b. Step 2:

- i. After a student accumulates 4 unexcused absences, a letter will be sent home with the student informing the parents/guardian of the absences, and a mandatory meeting will be set by the Community and Family Engagement Specialist to discuss the truancy policy and interventions that may help the family eliminate or reduce absences.
 - 1. A certified notification letter is mailed home to notify the parents/guardians of the absence.
 - 2. A copy of the school attendance policy will accompany the notification letter.
 - 3. The Community and Family Engagement Specialist will contact the parent/guardian to attend a mandatory meeting to create an intervention plan for attendance. Failure to attend the meeting will result in the matter being forwarded to Step 3.
 - 4. The parent/guardian will receive a call to confirm the meeting time and location.
 - 5. The Intervention Attendance Plan will be written during this meeting.

c. Step 3:

i. After a student accumulates 5 unexcused absences a letter will be sent home via certified mail informing the parents/guardians of absences and a mandatory meeting will be set by the Community and Family Engagement Specialist to discuss the truancy interventions in place and to modify them as necessary.

1. A 2nd certified notification letter is mailed home to notify parents/guardians of the absences.
2. A copy of the school attendance policy will accompany the notification letter.
3. The Community and Family Engagement Specialist or Truancy Officer will contact the parent/guardian for a mandatory meeting to create an intervention plan for attendance. Failure to attend the meeting will result in the matter being forwarded to Step 4.
4. The parent/guardian will receive a call to confirm the meeting time and location.
5. The Intervention Attendance Plan from Step 2 will be revised during this second meeting.
6. The parent/guardian must attend a mandatory class "The Correlation of Student Attendance with Student Achievement."

d. Step 4:

- i. After a student accumulates 10 unexcused absences a letter will be sent home via certified mail informing the parent/guardian 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.
 1. A 3rd certified notification letter is mailed home to notify the parent/guardian of the absences.
 2. A copy of the school attendance policy will accompany the notification letter.
 3. The Truancy Officer will forward the matter on for Educational Neglect/Truancy Petition.

c) Additional Support Services:

- a. Where appropriate, the Community and Family Engagement Specialist will also identify support services to be made available to truant/chronically truant students. These can include:
 - i. Student/Family Counseling;
 - ii. Community services; and
 - iii. Other services deemed appropriate for the Student.

Reminder: 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/Guardian 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 three (3) tardies will accumulate and equal 1 unexcused absence.

TRANSPORTATION

CHANGE OF TRANSPORTATION

All changes of transportation need to be **phoned in** no later than 1:00 p.m. No change

will be permitted or communicated to a teacher after 1:00 p.m. Students will not be pulled off buses 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 1:00 p.m. on the day the change is to take place. The school Executive Director will grant approval after all necessary parties have been contacted and verified.

Parent/Guardian Pick Up Tags:

Parents'/Guardians' Pickup Tags are to be hanging from their rearview mirrors, displayed when picking up their student(s). These large, easy-to-read tags will help keep school dismissal safe and organized. It is mandatory that all students have authorized adults display their tags when picking up children at school to accurately match students with the correct parents/guardians.

The safety of *every* student is of the utmost importance to us. We need your help to keep the school and your children safe. It remains our highest priority to have students enter and exit cars in a safe and organized way. We ask everyone to correctly follow our pickup and drop-off procedures. Failure to do so creates chaos, frustration, and potentially dangerous conditions. Each family should discuss these new loading and walking procedures. Thank you for your continued support in making Jackson Charter School a safe and productive environment for all.

PICKUP AND DROP-OFF

Drop-Off:

Please do not drop students off on the opposite side of the street. To protect your students from moving vehicles, there are designated staff to welcome your students as they exit the vehicle on the school side of the street.

There is no playground supervision before school. Playing on the playground in the morning is not allowed. Playground supervision will not be provided before school. Students must arrive no earlier than 7:50 AM. They will then grab their breakfast and proceed to their classrooms.

Pickup:

1. Parents/Guardians will be given a panther coded tag for each vehicle at Orientation. *If there are two or more children, you will get a tag for the OLDEST child.* We ask that you place the tag in the front windshield. If a tag is forgotten, you will be asked to pull into the parking lot and sign your student out and show ID in the main office.

2. Students will be dismissed at intervals depending on the grade level. Students will line up outside, if weather permits, on the black fence in the parent/guardian pick up area. Parents/Guardians will remain in their cars and students will be safely escorted to the car.

3. Parents/Guardians should not arrive earlier than their appointed time. Official time is 4:00 PM. If a parent/guardian arrives early, they will be asked to sit in their car at the “kiss and go” and wait for their students to be escorted out by an adult.

General Precautions:

- Be your child's best example. Please be courteous and follow all safety guidelines

at all times.

- No arrivals prior to 7:50 AM. No supervision is provided.
- Please DO NOT stop and park to drop off or pick up your students. This can be a very dangerous location and traffic quickly gets backed up onto Crosby Street. This makes it very unsafe for children to enter the school area. Please continue to drive up as close to the playground as you can. No students are permitted in the parking lot without being accompanied by an adult.
- Follow all directions from school safety personnel. They can see potential problems you may not.
- Students are to be picked up promptly at dismissal.
- Devote more time and be extra cautious on rainy or foggy days. Drive with your headlights on to see and be seen.
- Our local streets are very narrow. Please drive slowly and watch for children!
- Dogs are never permitted on the campus, including the parking lot. When picking up your child, please leave dogs at home.

EARLY DISMISSAL

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

Early dismissals will not be granted after 1:50 p.m.:

Main office staff may only release your child to an adult (18 years of age or older) whom the parent/guardian 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.

EMERGENCY SCHOOL CLOSURES

Parents/guardians will be notified of emergency school closures. Parents/guardians should advise their student on where to go in case of emergency or if school is dismissed early unexpectedly.

Late Pick Up Policy:

Student safety is the highest priority for Jackson Charter School. Therefore, we make every effort to ensure that all students are under appropriate supervision until they return to you at the end of their school day.

For that reason, we are concerned about students who are left after dismissal time or who are brought back to school because no one was available to pick the student up on time. The school is not, and cannot be, staffed to provide supervision for students in these situations; hiring extra personnel to supervise is beyond our financial resources. In addition, children can feel confused and apprehensive when they are not picked up on time.

When children are returned to school or not picked up within 15 minutes after school is dismissed, the child's parent or guardian will receive a letter each time this occurs. If a third incident occurs within 60 days, the Illinois Department of Children and Family

Service (DCFS) will be contacted. If you wish, we can provide you with daycare information in the Rockford Area. Please contact our school office at 815-316-0093 for a list of daycare providers.

BUS CONDUCT

While students are on the bus, they are under the supervision of the bus driver. Students are expected to adhere to all school rules while on the bus. In most cases, bus discipline will be handled by the bus driver, but written disciplinary referrals will be investigated and handled by the Executive Director.

Students should arrive on time for the bus and maintain a safe distance from the bus as it pulls up. Parents should ensure that students waiting at a bus stop are dressed appropriately for the weather. Students shall remain seated at all times, unless otherwise directed by the bus driver or appropriate school personnel. Students shall keep track of their belongings and help keep the bus clean and neat.

INSTRUCTIONAL PRACTICES

INSTRUCTIONAL MODEL

Consistent with our mission and vision, Jackson implements a blended learning model using a combination of face-to-face, online, collaborative and independent learning. We supplement literacy and math instruction with research based, online learning programs that differentiate and personalize instructional pathways for each student. Our classrooms are outfitted with 21st century technology in a 1:1 model so that students are able to build digital literacy as well as content knowledge aligned with standards.

HOMEWORK

At Jackson Charter School we believe students should extend their school experiences through skill reinforcement and enrichment activities to enhance the skills being taught in the classroom. Homework assignments will reflect the needs, abilities, and interests of students and will be assigned by the teacher on a daily basis (Monday through Thursday). The purpose of homework is for students to practice what they learned through direct instruction during the school day. In addition to the daily homework, it is an expectation for all students to read for at least 30 minutes per night. We recommend a balance between students reading to parents/guardians and family members and parents/guardians reading to their students. Some examples of homework that teachers may send home include unfinished classwork, reading logs to track minutes read, skill practice pages, and sight word work. Parents or guardians may request additional practice activities to be sent home by the teacher at any time throughout the school year.

ARTIFICIAL INTELLIGENCE POLICY

Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy. At Jackson Charter School, we recognize the influence of Artificial Intelligence (AI) in education and our community. This policy outlines the appropriate use of AI tools for students while upholding one's academic/ethical integrity, and responsible digital citizenship.

Artificial Intelligence, when used responsibly, can enhance learning, creativity, and problem solving. We must never allow AI to replace our own thoughts and drive.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism. Consequences for plagiarized work, depending on the type of work submitted, will result in a zero or potential loss of credit for the course.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized by classroom teachers or as a part of an Individualized Education Program.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software. Students may not use AI, including AI image or voice generator technology, to violate school rules or school policies. This policy will be reviewed annually to reflect the rapid development of today's technology.

ASSESSMENTS

All students at Jackson will be given standardized assessments, at the beginning, middle, and end of the school year. The students will participate in the NWEA MAP (Northwest Evaluation Association, Measures of Academic Progress) assessment.

Kindergarten - 2nd graders will take the reading and math assessments, and 3rd - 5th grade will take the reading, math, and science assessments. Our students in grades 3- 5 will also take the Illinois Assessment Readiness (IAR) test in the spring. Along with the standardized state assessments, all students will be given formal and informal assessments in all subject areas. Teachers will use the data from these assessments to help guide classroom instruction for all students and help measure growth throughout the year.

PARENT/TEACHER CONFERENCES

Student report cards are issued three times during a school year. Report cards will be given out at conferences or mailed home. Conferences will be held two times per year. Our objective for parent teacher conferences is to collaborate and continue to foster the partnership in your child's education. Parents/Guardians or teachers may also request a conference with any or all of their child's teachers anytime through the school year. At Jackson we expect 100% parent/guardian participation at parent teacher conferences.

PROMOTION POLICY

During the 3rd trimester, the MTSS (Multi-tiered Support System) team and the Campus Leadership Team will meet to make decisions on whether a student should be promoted

to the next grade level. 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 3rd Trimester promotion meetings. Each case will be handled on an individual basis with the Principal's discretion.

If there is a student that is at risk for retention, it will be communicated to the parents/guardian on or before the last round of scheduled conferences along with planned support for student success. School personnel will consider the following criteria in determining student advancement or retention.

- Individual academic progress made during the school year
- Attendance
- Teacher input
- Prior and current years NWEA scores
- Conduct
- Student effort
- Proficiency in reading and writing English at the appropriate grade level •
- Parent/Guardian support
- Student maturity
- Homework assignments

PARENT/GUARDIAN INVOLVEMENT

Parent/guardian involvement is crucial to the education of your child here at Jackson. We consider parent/guardian 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, when necessary
- 4) Asking him / her about their day at school
- 5) Participating in school assignments that involve the family
- 6) Reading with or ensuring your child is reading daily
- 7) Taking family field trips
- 8) Talking about your own educational experiences and your wishes for your child's education
- 9) Attending school functions, serving on any committees or parent associations
- 10) After a suspension, parents/guardians will be asked to meet with the Director of Climate and Culture prior to the student's re-entry to school.

It is a requirement at Jackson Charter School that parents/guardians attend at least two parent- teacher conferences. All parents/guardians are highly encouraged to participate or become involved in one of the following ways:

Parents/Guardians are encouraged to become part of our Jackson Parent Organization (JPO). This group is just one of the ways parents/guardians can have a voice in our school. The JPO plans school fundraising opportunities and assists the school with other after school activities, including Haunted Harvest and Turkey Bingo. Meetings are held

regularly, and the board meets monthly. Contact the school office for more information on how to be part of this group.

Parents/Guardians 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 needed basis. A volunteer packet must be completed and is available in the school office.

INVITATION AND GIFT POLICY

Parents/guardians should not send their student to school with party invitations or gifts for classmates. Addresses will not be released by school administration for invitation purposes.

TREATS AND SNACKS

Only healthy snacks will be permitted. Due to health and allergen concerns, outside treats and snacks for any school-sanctioned occasion must be arranged in advance with the classroom teacher. Homemade treats are not permitted and treats/snacks should remain in store packaging with clearly printed ingredients listed. All snacks and treats should adhere to the healthy snack/lunch requirement, as outlined in the Jackson Wellness Policy.

VISITOR POLICY AND VISITOR DRESS CODE

Visitors to and Conduct on School Property Policy

The following definitions apply to this policy:

School property- School buildings and grounds, all School buildings and grounds, and any location used for a School Board meeting, athletic event, or other school- sponsored or school-sanctioned events or activities.

Visitor- Any person other than an enrolled student or employee.

All visitors to school property are required to report to the Building Executive Director's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Executive Director or designee.

Jackson Charter School expects mutual respect, civility, and orderly conduct among all people on school property or at a school event.

In addition to prohibitions stated in other School policies, no person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface School property.
6. Violate any Illinois law or town or county ordinance.
7. Smoke or otherwise use tobacco products, e-cigarettes and/or other electronic nicotine delivery systems.
8. Consume, use, possess, distribute or be impaired by or under the influence of alcoholic beverage, cannabis, other lawful product or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, or other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Policy 7.270, Administering Medicines to Students, implementing Ashley's Law.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those which are lawful and authorized by the Board.
13. Violate the Rockford Charter School Organization or other policies or regulations or a directive from an authorized security officer or District employee.
14. Engage in any risky behavior, including roller-blading, roller skating, or skateboarding.
15. Operate a motor vehicle; (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized School employee's directive;
16. Engage in any conduct that interferes with, disrupts, or adversely affects a School function.

VISITOR DRESS CODE

To help maintain a safe, respectful and educational environment for all students, visitors are expected to wear attire that does not disrupt school operations or interfere with student learning.

Visitors are expected to wear attire that does not include any of the following:

- Profanity, obscenities, or sexually explicit images or language;
- Depictions of violence, illegal activities, or the use of alcohol, tobacco, cannabis, vaping products, or illegal drugs;
- Discriminatory language or images that are threatening, intimidating or that

target individuals or groups based on protected characteristics, including race, national origin, ancestry, gender, disability, religion, age, sexual orientation, gender identity or any other lawfully protected status;

- Obstruction of identification or presentation of a safety concern, unless required for religious observance or medical reasons;
- Consist of sleepwear or pajamas; or
- Contain excessive rips or tears to the extent that the attire is inconsistent with maintaining a professional learning environment.

The above list is not exhaustive. The School reserves the right to determine whether a visitor's attire poses a disruption to the educational environment or a safety concern. Any dress code requirements will be applied in a nondiscriminatory manner and consistent with all applicable federal and Illinois law.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering on a public way within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has requested permission of the Executive Director to be present at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conference to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Executive Director of his or her presence at the school, or
2. Has permission to be present from the School Board, Executive Director or Executive Director's designee. If permission is granted, the Executive Director or Board President shall provide the details of the offender's upcoming visit to the Building Executive Director.

In all cases, the Executive Director, or designee who is a certified employee, shall supervise a sex offender whenever the offender is in a child's vicinity.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Executive Director or designee shall seek the immediate removal of any person who refuses to provide requested identification. Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school events, including but not limited to, athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

Denial of Access

If the Executive Director determines that the conduct of a visitor warrants denial of access, the Executive Director may notify the visitor that access to a school building and/or grounds is denied. The Executive Director shall review the allegations of misconduct, and the Executive Director or his/her designee may notify the visitor that his/her access is denied up to one year and state the reasons therefore. The notification shall be in writing and shall advise the visitor that he/she may request mediation before the Executive Director who may modify or rescind the notice.

If the visitor objects to the decision of the Executive Director after the mediation hearing, he/she may appeal the determination within 10 days to the Jackson Charter School Board of Directors. Said hearing shall be held before a hearing officer appointed by the Board who shall conduct a hearing and render a report including findings of fact to the Board. The Executive Director may refuse the person admission pending such hearing. The Executive Director or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the hearing date. The Board shall consider said report and may affirm, reject, or modify the decisions of the Executive Director.

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96, (4th Dist. 2000)
Pro-Children Act of 2001, 20 U.S.C §7971 *et seq.*; 105 ILCS 5/10-20.5, 10-205b, 5/10-22.10, 5/22-33, and 5/24-25 and 5/27-237(a); 720 ILCS 5/11-9.3; 115 ILCS 5/3(c); 410 ILCS 130/1 *et seq.*; 430 ILCS 66/1 *et seq.*; 410 ILCS 705/1 *et seq.*; 720 ILCS 5/11-9.3, 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

Adopted: August 28, 2025

FIELD TRIPS

Cultural and educational field trips are scheduled during each school year for all grade levels. These trips are planned to enhance your child's educational experience. Field trips are school days and are, therefore, not optional.



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

Chaperones - The ratio of chaperone to student is:

- Kindergarten - 2nd grade - 1 parent/guardian for every 6 students
- 3rd-5th grade - 1 parent/guardian for every 10 students.
- Teachers count as 1 chaperone for every trip. Each chaperone is directly responsible for their group of students and should check in with the classroom teacher as needed. Chaperones should follow the directions and guidelines set forth by classroom teachers on the trip. Each of the groups will follow the same set of rules. 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 Jackson uniform, unless otherwise noted in the field trip/permission slip sent home to parents/guardians prior to the field trip.

Chaperones are also expected to dress responsibly and uphold all Jackson expectations. In the event that a student may need additional support to ensure a successful field trip, administration reserves the right to request parent/guardian attendance.

ATHLETIC PROGRAMS

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. 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, as defined by this Student Handbook, may be automatically ineligible to participate in games for the duration of the suspension or season. Parents/Guardians will be contacted by the School Executive Director or Student Support Manager if this applies.

Eligibility Policy:

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

- All students in grades 3 through 5 participating in co-curricular activities must have received a passing grade in a minimum of 5 classes the previous trimester.
- Continued participation will require students to be passing 5 classes on a weekly basis with no unexcused absences. For purposes of the Athletic Policy, any student caught missing a class without being properly signed out in the main office will be considered to have an unexcused absence.
- All students in grades 3 through 5 are automatically deemed eligible for the first year only.
- Once teams are established, weekly eligibility according to the above terms begins.
- For students receiving services under the IDEA or Section 504 of the Rehabilitation Act of 1973, prior to any changes in eligibility of co-curricular activities, the student's IEP or 504 plan will be reviewed for proper implementation.

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, if the grade report shows a student is not passing 5 classes on Thursday; this student is ineligible to compete the following Sunday-Saturday. This student may continue to compete for the remainder of the week in which 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 and can be contacted and available to pick up the student 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:

- Uncoverable sores/lesions,
- Acute illness,
- Acute conjunctivitis;
- Diarrhea (defined as 4-5 loose stools in a 24 hr period)
- Respiratory illness or cough;
- Fever (defined as a temperature over 100.4 degrees)

- Incontinence;
- Uncontrolled scabies/ringworm;
- Unidentified skin rash;
- Migraines or headaches unrelieved by Tylenol or Motrin.

Children who become ill with one of the above defined conditions 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 within an hour.

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 and/or no longer contagious.

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.

HEAD LICE

Head lice are tiny insects that gather mostly behind the ears, back of the neck and only live on the human head. Lice cannot fly or jump, they are passed along following prolonged, direct head-to-head contact. Head lice do not cause illness nor do they transmit communicable diseases. Researchers advise treating only the person affected with live lice, using a medicated shampoo, closely following the package directions. Treatment is followed by thorough combing of the affected person's hair daily for 7-10 days to remove nits (eggs). Students may attend school during this nit removal process, so long as there are no live lice present on the affected student.

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.

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. The prescription for the medicine(s) must be on file with the nurse's office.

MEDICAL REQUIREMENTS

All children entering kindergarten (or 1st grade if the child did not attend kindergarten) **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 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

Jackson will follow a food allergy Emergency Action Plan, provided by a physician and signed by a parent/guardian, to help prevent any health-related emergencies for students with severe allergies. **All parents/guardians are expected to comply with this requirement.** Parents/guardians should inform school personnel of any life-threatening allergies.

MENTAL HEALTH RESOURCES

Jackson recognizes the importance of mental health for students, as well as parents, guardians, and family members. The following are resources for those struggling with mental health:

- **988 Lifeline:** 988lifeline.org offers 24/7 access to trained crisis counselors who can assist those experiencing a mental health crisis.
- **Crisis Text Line (24/7):** Text the word HOME to 741741 or go to crisistextline.org to connect with a volunteer crisis counselor.
- **Safe2Help Illinois Lifeline:** State of Illinois' school safety program designed to raise awareness of current threats facing school children in Illinois. This lifeline is available 24/7. Call 844-4-SAFEIL (723345), text SAFE2 (72332) or email HELP@Safe2HelpIL.com to express school safety concerns. This lifeline is confidential.

GENERAL INFORMATION

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 Jackson students to return textbooks, library books and any other school materials at the end of the school year in good condition. It is the responsibility of a parent/guardian to instill respect of property in their children. Thus, parents/guardians **MUST** assume responsibility for damage to or loss of textbooks, library books, audio/ visual equipment or other school materials used by their child/children. Replacement or repair costs will be assessed for any lost or damaged materials. These costs 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. Teachers, in conjunction with the Executive Director, Instructional Coaches and Student Support Team, will determine these costs.

WIRELESS COMMUNICATION DEVICE POLICY

Pursuant to Illinois law: 105 ILCS 5/10-20.88 "Wireless communication device policy," Jackson Charter School has adopted the following wireless communication device policy which establishes requirements for student possession and use of wireless communication devices during school time. This policy is applicable to all students who are present on-campus during school time.

Definitions:

"School Time" means the time students spend on campus during a regular school day, starting with the designated arrival time through the designated dismissal time. School time includes

instructional time, recess, lunch and passing periods. School time does not include before or after school activities or a student's presence at an off-campus learning opportunity.

"Wireless communication device" means any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more people. This includes, but is not limited to, cell phones, tablets, laptops, gaming devices, and wearable devices, such as smart watches or smart glasses. Wireless communication device does not include any devices that school personnel have directly issued or provided for a student to use for educational purposes.

General Use of Wireless Communication Devices

Cell phones and other electronic devices (including accessories) are permitted on school grounds but cannot be used during class, unless one or more of the below exemptions is applicable to the student or in the case of emergency events. It is up to parent discretion as to whether the student should bring his/her cell phone to school. Students will need to leave their devices in their backpacks or have their devices locked up in the front office during the school day. Teachers may also store phones in a designated area in their classrooms.

Violations, Confiscation, and Return of Devices

If a cell phone (or other electronic device) is confiscated from a student due to a violation of the school/classroom rules, the cell phone or electronic device will only be released to a parent/guardian and will not be returned directly to the student. Jackson Charter School disclaims any liability for damaged, lost, or stolen cell phones and other prohibited electronic devices. In the event that a parent or guardian is unable to appear in person, other arrangements may be subject to the discretion of Jackson Charter School administration.

Permitted Uses and Exceptions

Students may be allowed to bring cell phones on field trips or to other school-sponsored activities with express permission from Jackson.

Students will not be prohibited from using a wireless communication device when a teacher or other school personnel has expressly authorized its use for an educational purpose or under the following circumstances:

(a) If a doctor or medical professional determines that the possession or use of a wireless communication device is necessary for the management of the student's health care. The use of wireless communication devices must only be used as prescribed.

(b) To fulfill an individualized education program, a 504 Plan, medical orders, or another written accommodation plan.

(c) If school personnel have determined that the wireless communication device is necessary for students who are learning English for access to learning materials.

(d) If school personnel have determined the wireless communication device is necessary for a student caregiver who is routinely responsible for the well-being of a family member.

(e) As required by any other State or Federal law.

Policy Violations and Consequences

Should a student violate the above cell phone/electronics policy, the Student Support Manager, Director of Climate and Culture, and/ or the Executive Director of Jackson Charter School will determine specific consequences for each violation. This policy will not be enforced through fees, fines, suspensions or expulsions.

Parents/Guardians are urged to help children understand why these items are not to be brought to school and why.

Uniform Enforcement and Policy Review

This Wireless Communication Devices Policy shall be enforced uniformly for every student. Use of a wireless communication device during school time for any reason other than the listed exemptions is expressly prohibited. The implementation of this Policy will be done in a trauma-informed, developmentally appropriate manner for all students. This policy will be reviewed every three (3) years, consistent with applicable State and Federal law.

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.

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, on school transportation, and on field trips, unless otherwise notified.

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.

THE FOLLOWING ITEMS ARE NOT ALLOWED TO BE WORN IN SCHOOL:

- No tank tops.

- No jeans (NO HOLES) **ONLY ON FRIDAY**
- No tight pants (as determined by administration).
- No hair glitter/body glitter; hair color permitted - at administrator discretion.
- No hoop or dangling earrings (for safety reasons).
- No shoes or boots with heels.
- No sagging pants.
- No visible tattoos.
- NO boots (e.g., hiking, work boots, etc.) may be worn during the school day. *Boots may be worn to school during the winter but must be removed once in school and regular school shoes put on.*
- No sandals/flip flops.
- No tight-fitting shirts/tops.
- No sleeveless shirts.
- No hanging belts.
- No shorts other than uniform shorts.
- No hats or other head coverings, including sweatbands and handkerchiefs, are not permitted.
- No rollers/curlers/scarfs/du-rags.
- No piercings outside of the ear.
- Excessively large chains, key chains, etc. may not be worn during the school day.

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 risk 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 student wears the item to school.

*Final determination of appropriateness of student dress and measures taken to enforce the policy will be made by the Executive Director or designee.

*Contact the school for uniform purchasing procedures.

Students at 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 every day. There will be no exceptions or adjustments to the uniform policy.

THE STANDARD UNIFORM

Boys K-5

- Solid khaki pants or shorts.
- House Color polo shirt (short or long sleeve).
- Dress or casual shoes.
- Solid black or brown belt.
- Solid black, brown, white, or navy blue socks.

Girls K-5

- Solid khaki pants, skirt, skort, shorts or jumper.
- House Color polo shirt (short or long sleeve).
- 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.

BACKPACKS

Students are only allowed to carry clear, transparent backpacks.

SPIRIT FRIDAY WEAR

Students may wear the following on Fridays for Spirit Fridays:

- Jackson **Spirit Friday** T-Shirt
- Jackson **Spirit Friday** Hooded Sweatshirt
- House Swag
- Jeans

HOUSE colored polo shirts may be worn any day of the week. **STUDENTS MUST WEAR THEIR OWN HOUSE COLOR.** No logo is permitted. Other House colors may NOT be worn, and khaki uniform bottoms must be worn Monday through Thursday.

JACKSON DISCIPLINE CODE

Jackson Charter School (JCS) is committed to fostering a safe, supportive, and inclusive learning environment. We believe that every child has the right to learn in an environment free from disruption, intimidation, and harm, and that discipline should support rather than hinder a student's growth and development. Discipline at JCS is rooted in restorative practices, equity, and a commitment to growth. We aim to empower students to take responsibility for their actions, repair harm, and re-engage as valued members of the school community.

This policy complies with all applicable state and federal laws, including the Illinois School Code (105 ILCS 5/10-22.6), Senate Bill 100, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

A Restorative Approach to Discipline

At the core of our discipline policy is a belief in restorative justice—an approach that prioritizes repairing harm, restoring relationships, and reintegrating students into the school community. Rather than relying on exclusionary punishment, we utilize strategies that help

students understand the impact of their actions, build problem-solving skills, and reconnect with peers and educators in meaningful ways. Restorative practices at JCS may include:

- Restorative conversations and conferences to process conflicts and identify ways to make amends
 - Community-building circles that foster trust and shared responsibility
 - Reintegration meetings to welcome students back after suspensions and clarify expectations
 - Written reflection activities, service, activities, and restitution agreements that help students learn from their actions
 - Mediation and peer support to address interpersonal conflicts

Senate Bill 100: Reforming Exclusionary Discipline

In full alignment with SB 100, JCS commits to using suspensions and expulsions only as a last resort and never as a first-line response to misconduct. The law requires that schools consider non-exclusionary interventions and document their use prior to any removal from the learning environment.

At JCS, we go beyond compliance—we embrace the intent of SB 100 by embedding a tiered system of support that helps students remain engaged in their education. Expulsion is considered only in the most extreme cases where a student poses a significant threat to the safety of the school community, and after all other measures have been exhausted.

Before a student is suspended:

- School personnel must demonstrate that all appropriate behavioral interventions have been attempted and found ineffective.
- Disciplinary actions are tailored to the individual student, considering developmental level, disciplinary history, and context.
- Suspensions exceeding four days include continued access to instruction, academic support, and behavioral interventions.

Interventions may include but are not limited to:

- Counseling support
- Restorative conference
- Mediation or peer conflict resolution
- Behavior contracts
- Parent/teacher/student conferences

Student Code of Conduct

All students are expected to demonstrate respect for themselves, their peers, school personnel, and school property. The Student Code of Conduct serves as the foundation for maintaining a positive school climate. The Code uses a tiered system of behavioral responses and recognizes the need to differentiate between minor infractions, which are generally managed within the classroom, and major infractions, which may necessitate administrative

involvement.

Minor infractions

Behaviors that disrupt instruction, interfere with student learning, or violate classroom expectations. These include, but are not limited to, tardiness, talking out of turn, and misuse of personal electronics. Teachers address these behaviors through in-class interventions, verbal redirection, communication with families, and restorative check-ins.

When minor behaviors are repeated despite intervention, or when they escalate in frequency or severity, they may be documented and referred for administrative review. In such cases, the goal remains to identify root causes and apply supportive measures.

Major infractions

Behaviors that threaten the safety of the school community, cause significant disruption, or violate laws or school policies. Examples include fighting, bullying, possession of weapons, threats, harassment, and drug or alcohol violations. These incidents are handled on a case-by-

case basis, with attention to the student's individual needs, potential harm, and the opportunity for restorative repair.

Major incidents require administrative intervention, documentation, and a tailored disciplinary response that balances accountability with support. Prompt an immediate and thorough response, including investigation, documentation, and appropriate disciplinary action. Responses are always informed by context, including the student's age, developmental level, history, and the specific circumstances of the incident.

In all cases, JCS uses progressive discipline, emphasizing restoration and learning over exclusion. Repeated or escalating behaviors may result in a formal behavior plan developed collaboratively with the family and support team.

Discipline Procedures

Any behavioral incident is viewed as an opportunity to teach students about consequences, reflection, and accountability. Teachers serve as the first point of contact for behavior management. Teachers use proactive strategies such as redirection, reflection tools, and communication with families. If patterns persist, a referral to the administrative team may occur to explore additional supports. When behavior escalates beyond classroom management:

- Administrators assess the situation and implement next steps (e.g., restorative meeting, behavior plan).
- Families are involved in all major interventions to promote partnership and transparency.
- Transportation-related incidents are addressed with the same level of seriousness and due process.

Jackson implements a multi-tiered system of supports (MTSS) to prevent and address student behavior:

Tier 1: School-wide expectations, social-emotional learning (SEL), positive behavior supports, and clear routines.

Tier 2: Targeted interventions including check-in/check-out systems, peer mediation, and behavior contracts.

Tier 3: Individualized support plans, functional behavior assessments, and referrals for counseling or wraparound services.

Suspension and Expulsion

Exclusionary discipline is a last resort, consistent with Senate Bill 100. Jackson Charter School ensures every student and family is afforded their due process rights. Any time a student is removed from the learning environment will have access to academic and behavioral supports.

- **Short-Term Suspensions (1-10 Days):** Parents/guardians receive written notification including the reason for suspension, duration, and appeal rights. The student will also be given the opportunity to present their side of the incident.
- **Long-Term Suspensions and Expulsions:** The student and family will be notified in advance and offered a formal hearing. Students have the right to be represented by legal counsel. Final decisions are made by the Executive Director or Board of Directors, based on the circumstances.

Before suspension or expulsion:

- Alternative interventions must be attempted and documented.
- Students and families must receive written notice and an opportunity to respond.
- A formal hearing is offered for long-term suspension or expulsion, with the right to legal representation.

Following any removal, students are provided with:

- Continued access to academic work and instruction
- A re-engagement meeting with staff and family
- A structured plan for returning successfully to the school community

Re-Engagement Policy

Following a suspension or expulsion, JCS facilitates a structured re-engagement meeting. This meeting includes the student, their family, and appropriate school staff and is essential in reinforcing the students' value in the community and commitment to moving forward. The purpose of this meeting is to:

- Welcome the student back into the school community
- Review the expectations for behavior and academic progress

- Identify any ongoing supports, accommodations, or interventions that may be needed

Behavior Support and Individualized Plans

Students who display persistent behavioral challenges may be placed on a formal Behavior Plan.

The Behavior Plan acts as both a support tool and a contract. Should a student fail to meet the

terms of their plan, additional interventions or disciplinary actions may follow, including a referral to the Executive Director and/or Board of Directors for further action. Developed in partnership with families, behavioral plans are tailored to the student's strengths, needs, and include:

- Clearly defined and measurable behavioral goals
- Targeted intervention strategies and support
- Progress monitoring tools and protocols
- Timelines and schedules for review and revisions

Students receiving special education services or Section 504 accommodations, disciplinary responses are aligned with legal protections, including manifestation determination reviews, behavioral intervention plans (BIPs), and the provision of Free Appropriate Public Education (FAPE) during any removal period.

BULLYING POLICY

Purpose

Jackson Charter School has found that a safe and civil school environment is necessary for students to learn and achieve, and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Jackson Charter School to create a learning environment where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

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

- 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 Illinois law, and this policy is consistent with the Illinois School Code and is consistent with the policies of Jackson Charter School. This policy protects students at Jackson Charter School against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, physical or mental disability, sexual orientation,

gender-related identify or expression, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. Jackson Charter School 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, Article I of the Illinois Constitution.

Jackson Charter School will reevaluate the Bullying Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization, student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited during the following scenarios:

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 at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
3. Through the transmission of information from a Jackson Charter School computer or computer network, or other electronic equipment;
4. When communicated through any electronic technology or personal electronic device while on school property, on school buses, or other transportation provided by Jackson Charter School, including bus stops and 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 the intent to carry them out during any school-related or sponsored program or activity or on transportation provided by Jackson Charter School.
6. When it is a Student Code of Conduct ("SCC") violation that occurs off campus but most 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 2 a student or students, that has or can be reasonably predict 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 the 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 SCC. 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 bullying through the use of technology or any electronic communication (including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature) transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system (including without limitation electronic mail, Internet communications, instant messages, or facsimile communications). "Cyber-bullying" includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. "Cyber-bullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section."

"Retaliation" means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to the Bullying Policy and the SCC.

"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.

"Restorative Measures" refer a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act [775 ILCS 5/1-101 et seq.].

Intervening to Address Bullying

Responsibilities of Jackson Charter School Employees and Contractors

All Jackson Charter School employees and contractors, including security officers, lunchroom staff, and bus drivers, who witness incidents of bullying or school violence or who possess reliable

information that would lead a reasonable person to suspect that a person is a target of bullying, must:

1. Intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
2. Report the incident of bullying or retaliation to the Executive Director/Designee (ewrenn@jacksoncharterschool.org; 815-316-0093 ext. 108) as soon as practicable, but within 24 hours, on the Jackson Bullying Complaint Form (Appendix A); and
3. Cooperate fully in any investigation of the incident and in implementing any safety plan established by the Executive Director.

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 Executive Director as quickly as practicable. Reports can be made to any Jackson employee or contractor in person or by completing Appendix A and submitting it to the Executive Director. Anonymous reports will be accepted by the Executive Director. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

1. Upon receipt of a report of bullying, the Executive Director will investigate whether such reported act of bullying is within the permissible scope of their jurisdiction.
2. Consistent with federal and State laws and rules governing student privacy rights, the parents or guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within twenty-four (24) hours after the school's administration is made aware of the student's involvement in the incident.
3. The Executive Director shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
4. Investigation of a bullying incident shall be initiated within five school days of a receipt of a report and completed within 10 school days, unless the Executive Director grants in writing an additional 5-day extension due to extenuating circumstances. The Executive Director shall document the extension in the investigation report and shall notify the parties involved.
5. The investigation shall include:
 1. Identifying the perpetrator(s), target(s), and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 2. 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 shall also be conducted in private with student and adult bystanders.
 3. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 4. 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.
6. When appropriate, preparing a Misconduct Report identifying his/her recommendation for

individual consequences.

7. Comprehensively documenting the details of the investigation.

8. When the investigation is complete, the Executive Director shall ensure the investigation report is attached to the Incident Report in PowerSchool.

Notification

On the same day the investigation is initiated, the Executive Director shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in PowerSchool. When the investigation is complete, the Executive Director shall notify the parents/legal guardians of all students involved in the outcome of the investigation. Parents/legal guardian of the students who are parties to the investigation may request a personal conference with the Executive Director 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 of the school to help the students address the underlying reasons for the bullying (see “Referrals” section below).

If the investigation results in the imposition of consequences, the Executive Director may advise the parent/guardian of students, other than the perpetrator, that the SCC was followed. He/she may not advise them of the specific consequence rendered, as that would violate the confidentiality of school-record information required by law (e.g., Family Educational Rights and Privacy Act, “FERPA”).

When communicating incidents of bullying to the target’s parent/guardian, the Executive Director should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Executive Director shall not disclose the student’s sexual orientation to the parent/guardian without the student’s permission, unless there is a legitimate, school-related reason for doing so.

If a target is a student with a disability, the school shall convene 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. For example, if the student’s disability affects social skill development or makes the student vulnerable to bullying, the Executive Director shall ask the student’s IEP Team to consider whether the IEP should include provisions to develop the student’s skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavioral intervention plan and revise if necessary. The Executive Director shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

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 the Bullying 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. Appropriate responses and consequences are outlined in the SCC. Jackson Charter School avoids the use of punitive discipline when possible (detention, suspensions, and expulsions), and if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Executive Director shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Executive Director shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of the 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 notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target student.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and the target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

- Interventions with bullies should not focus on feelings, but changing thinking. The Executive Director may refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills), social work, counseling or school psychological services within the school, if necessary, 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. The Executive Director shall ask a school mental health professional to refer these students to individual or group therapy where they can practice assertiveness and coping mechanisms, or social work, counseling, or school psychological services available within the school.

Consequences for Employees of Jackson Charter School

When it is determined that an employee was aware that bullying was taking place but failed to report it, the employee will be considered to have violated the Bullying Policy. The Executive Director shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement.

Notice and Dissemination of Requirements

The Executive Director shall post the Bullying Policy on the schools website, in the school building, and disseminate and present this Bullying Policy to school staff as a form of staff professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all Jackson Charter School

employees, contractors, and volunteers to implement the Bullying Policy. The content of such professional development shall include, but not be limited to:

1. Developmentally-appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
2. Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly vulnerable to bullying, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
4. Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

Each school staff incorporates into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Executive Director, along with the Director of Climate and Culture and the Director of Data and Instruction, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address:

1. Safety on the Internet;
2. Appropriate behavior while online, on social networking websites, and in chat rooms; and
3. Cyberbullying awareness and response.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Jackson Charter School shall satisfy the documentation requirements established by the Illinois State Board of Education to ensure compliance with this curricular requirement.

Policy Measurement and Evaluation

Jackson Charter School is committed to ensuring that this policy is effectively implemented and will therefore measure and evaluate its impact and effectiveness on an ongoing basis.

Measurement

To measure the effectiveness of this policy, the school will take into consideration a combination of both qualitative and quantitative data. Factors included in the measurement will include, but are not limited to:

1. The frequency of victimization incidents.
2. Observations of safety at school by students, staff, and families.
3. Identification of specific areas within the school where bullying occurs.
4. The types of bullying utilized, such as verbal, physical, cyberbullying, etc.
5. Bystander intervention or participation in bullying incidents.

Quantitative data will include the number of reported incidents of bullying, attendance records, and dropout rates, which can be indicators of a hostile environment.

Qualitative data will include feedback from students, parents, and staff members, obtained through regular surveys, focus groups, and one-on-one meetings.

The school will also track the responsiveness to reported incidents, including the time it takes to address each case, the actions taken, and the outcomes achieved.

Evaluation Process

The evaluation process will be carried out annually under subsection (d) of this Section and will be aimed at reviewing and re-evaluating the policy. An independent committee composed of school staff, parents, and possibly external professionals specializing in child psychology and education policy will oversee this process.

The committee will analyze the collected data, observe trends, identify areas of concern, and make recommendations for policy modifications as needed. They will also consider the policy's alignment with any changes in state or federal laws.

The results of the evaluation, along with relevant data and information already collected by the school for other purposes, will be made available on the school's Internet website. If an Internet website is not available, the information will be provided to school administrators, school board members, school personnel, parents, guardians, and students. This policy will be based on the engagement of a range of school stakeholders, including students and parents or guardians.

The school will use this evaluation process not only to measure compliance with the bullying policy, but also as a tool to promote continuous improvement, ensuring that Jackson Charter School is always striving to provide a safe, supportive, and inclusive learning environment for all students.

Jackson Charter School remains committed to reviewing and updating its bullying policy as necessary, ensuring it remains effective and relevant. Feedback and suggestions from all members of the school community are always welcome, further promoting transparency and collaboration in maintaining a safe and supportive environment for every student.

Students with Disabilities

JCS fully upholds the rights of students with disabilities under IDEA and Section 504. Students with IEPs or 504 Plans are entitled to disciplinary protections that ensure continued access to education and appropriate supports.

Students covered by Section 504 also receive protection from discriminatory discipline. A 504 team review is required if discipline could change the student's placement.

Any disciplinary removal of a student with an IEP for more than 10 days requires a Manifestation Determination Review (MDR). If the behavior is determined to be a manifestation of the student's disability, exclusionary discipline cannot be applied, and behavioral supports must be revised. In serious cases involving weapons, drugs, or bodily harm, students may be temporarily placed in an Interim Alternative Educational Setting (IAES) for up to 45 days.

Data Monitoring, Compliance and Student Conduct Records

JCS is committed to accountability, transparency, and ongoing improvement in the implementation of this policy. We maintain comprehensive and confidential discipline records that document behavioral incidents, interventions, and outcomes. This data-informed approach allows us to track effectiveness, prevent bias, and ensure that discipline practices are equitable and consistent with our mission.

Our monitoring framework includes:

- Disaggregated data review by race, gender, disability status, and offense type
- Annual analysis of suspension and expulsion trends
- Identification of disparities or patterns of concern
- Regular reports to the Board and school leadership
- Integration of findings into staff training and policy updates

Jackson Charter School complies with all mandatory reporting laws, including submitting incidents of serious misconduct to the Illinois State Board of Education through the School Incident Reporting System (SIRS). The school also coordinates with law enforcement when required by law, including in cases involving weapons, drugs, or acts of violence. All records involving students with disabilities are handled in accordance with FERPA and privacy laws.

Confidential student records of all behavioral infractions, interventions, and consequences are maintained and stored on the school premises. These records help identify patterns, inform support services, and ensure accountability. Families may request to review their child's records at any time, consistent with state and federal access rights.

Communication and Annual Review

This policy is included in the Student & Family Handbook and made available in print and online. JCS will review and revise the policy annually, incorporating feedback from staff, families, and community stakeholders, as well as updates to state and federal law.

Legal References

Illinois School Code - 105 ILCS 5/10-22.6

Public Act 99-0456 (Senate Bill 100) - Illinois General Assembly

Individuals with Disabilities Education Act (IDEA) - 20 U.S.C. § 1400 et seq.

Section 504 of the Rehabilitation Act of 1973 - 29 U.S.C. § 794

Family Educational Rights and Privacy Act (FERPA) - 20 U.S.C. § 1232g

Illinois School Student Records Act (ISSRA) - 105 ILCS 10/

School Incident Reporting System (SIRS) - Illinois State Board of Education (ISBE)

PROCEDURAL GUIDE FOR STUDENTS WITH DISABILITIES

Jackson Charter School is committed to creating a learning environment that honors the rights, needs, and potential of all students, including those with disabilities. This policy serves to affirm the school's legal obligation to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all eligible students, consistent with the mandates of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Philosophy and Legal Foundation

The school recognizes that children with disabilities possess diverse strengths, learning profiles, and support needs. As such, Jackson Charter School shall ensure that all students between the ages of 3 and 21 who are determined to need special education services are identified, evaluated, and served by the Illinois State Board of Education's Special Education rules. This includes both students eligible under IDEA and those covered by Section 504, even if they do not require individualized instruction but do need accommodations or related services.

It is the policy of the School that students with disabilities be educated alongside their non-disabled peers, the least restrictive environment, whenever possible and appropriate. A continuum of placements and services is available to meet the needs of each student with a disability.

Procedural safeguards are upheld, and students' rights are protected at all times. Removal from the general education setting shall only occur when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.

In fulfilling this commitment, Jackson Charter School may establish cooperative relationships with public or private agencies and school districts to provide specialized services, including placements in therapeutic day schools or other approved educational programs.

Evaluation, Eligibility, and IEP Procedures

The process of identifying and serving students with disabilities begins with a careful, collaborative approach to evaluation and planning. When a student is referred for a special education evaluation—whether by parent, school staff, or an outside agency—the School will promptly schedule a Domain Review Meeting with the parent(s) or guardian(s) to determine appropriate areas of assessment and obtain written consent. Parents are informed of and involved in all decisions regarding the identification, evaluation, and educational placement of their children.

Upon receiving consent, the school will complete all evaluations within 60 school days, as required by law. These assessments will be comprehensive, multidisciplinary, and tailored to examine all areas of suspected disability, including academic performance, communication, social-emotional functioning, motor skills, cognitive development, and health status.

If the child is found eligible under IDEA, an Individualized Education Program (IEP) will be developed through a team-based process involving educators, specialists, and the family. Parents are to be afforded the right to legal representation and to participate in all meetings.

The IEP shall be written to reflect the students' strengths, areas of need, present levels of performance, and educational goals. Goals will be specific, measurable, and aligned with the Illinois Learning Standards. Each goal will include benchmarks, methods of evaluation, and a schedule for progress monitoring.

Educational supports such as accommodations, modifications, assistive technology, and related services (e.g., speech-language therapy, counseling, occupational therapy) will be identified and documented in the IEP. The plan will also specify the instructional setting—whether in the general education classroom, a resource room, or a separate setting—and the amount of time the student will receive specialized instruction. Jackson will make its best efforts to provide comparable services for students transferring from other districts.

All IEPs will be reviewed annually. Student progress will be evaluated and reported to parents regularly throughout the year, typically aligned with grading periods. Revisions to the IEP will be made as needed to reflect growth or evolving support requirements. Reevaluations occur at a minimum, every three (3) years within federal and state timelines.

Service Delivery and Staff Qualifications

Jackson Charter School shall ensure that all services described in the IEP are delivered by staff who are appropriately licensed, credentialed, and trained. This includes special education teachers, general education teachers collaborating on inclusive instruction, paraprofessionals, and related service providers.

To maintain high standards of service quality and compliance, Jackson will:

- Conduct regular training for staff on IEP implementation, data collection, and inclusive practices.
- Assign a dedicated Special Education Administrator to oversee service fidelity, case management, and staff support.
- Monitor teacher and provider caseloads to ensure they are appropriate and manageable, supporting the effective delivery of individualized instruction.
- Implement performance reviews and coaching for special education personnel focused on compliance, instructional effectiveness, and student outcomes.

Data Collection, Compliance, and Monitoring

A strong system of data collection and compliance monitoring is central to the Jackson's commitment to quality special education services. Jackson Charter School will utilize an electronic case management system to track evaluations, eligibility timelines, IEP meetings, service logs, and discipline records.

The Special Education Administrator will be responsible for:

- Ensuring all evaluations and re-evaluations are completed within legal timeframes;
- Maintaining documentation of parent notices, consents, and procedural safeguards;
- Conducting periodic audits of IEP compliance and service delivery fidelity;
- Leading internal reviews when concerns or disputes arise;

- Submitting timely and accurate reports to the Illinois State Board of Education and other oversight agencies.

Parents will be kept informed throughout every stage of the process and are considered essential partners in the development and implementation of special education programming. Procedural safeguards and due process rights will be clearly communicated and honored at all times.

The Executive Director or designee shall be responsible for ensuring full compliance with this policy and all applicable federal and state laws governing the education of students with disabilities. This leadership role includes both operational oversight and strategic accountability for how the school identifies, supports, disciplines, and serves students with special needs.

Discipline and Procedural Guide for Students with Disabilities

Student Code of Conduct

Jackson Charter School believes that student discipline must be rooted in fairness, consistency, and a deep understanding of individual needs. Discipline shall be used to support behavior change, maintain order, and ensure a safe learning environment, not as punishment for disability-related behaviors. Students with disabilities shall not be subject to discrimination in disciplinary procedures based on their disability status.

The Jackson Charter School Student Code of Conduct is an essential framework that communicates the school's expectations for student behavior, respect for others, and the creation of a safe, inclusive, and productive learning environment. It applies to all students—including those with disabilities—while recognizing that students with IEPs or 504 Plans may require individualized supports or accommodations in response to conduct.

The Board of Directors shall formally adopt and annually publish the Student Code of Conduct. It shall be made accessible on the school website, the school's main office and by distribution upon request.

The Code of Conduct outlines behavioral expectations, examples of misconduct, consequences aligned with the severity of behavior, and due process procedures. Specific provisions address suspension, expulsion, and the rights of students with disabilities, including the procedural safeguards they are afforded under IDEA and Section 504.

In all cases involving students with disabilities, disciplinary action must be applied in accordance with federal and state laws. School administrators must always evaluate whether the behavior in question is connected to a student's disability, and if the behavior plan or IEP requires modification prior to assigning consequences.

(a) Suspensions - 10 days cumulative or consecutive

In compliance with the Illinois School Code, SB 100, Jackson Charter will make all efforts to keep students in school. Students with disabilities may be disciplined to improve behavior, maintain order, and ensure safety. All disciplinary actions shall be

fair, equitable, and non-discriminatory, considering individual student circumstances, including disability status.

A student with a disability may be suspended for a maximum of up to 10 consecutive or 10 cumulative school days in a school year without triggering IDEA procedural safeguards, provided that the student is treated similarly to their non-disabled peers.

In-school suspensions, Saturday detentions, and before-/after-school consequences do not count toward this 10-day limit if the student continues to receive access to the general curriculum and their IEP services. However, if a student's removal exceeds the 10-day threshold, additional procedural requirements must be followed. Educational services must resume on day 11 of cumulative removals.

(b) Suspension beyond 10 days.

When a suspension or removal surpasses 10 days:

1. The school must notify the parent/guardian and schedule an IEP team meeting within 10 school days.
2. The team must determine whether the behavior was a manifestation of the student's disability by reviewing evaluations, disciplinary records, teacher observations, and the current IEP.
3. If the behavior is a manifestation, the student may not be subject to the same disciplinary action, and the team must:
 - Conduct or update a Functional Behavior Assessment (FBA);
 - Revise or implement a Behavior Intervention Plan (BIP);
 - Modify placement or supports if appropriate.
4. If the behavior is not a manifestation, the student may be disciplined in the same manner as any other student, but the School must continue providing access to FAPE in an interim alternative educational setting.
5. Regardless of whether behavior is a manifestation, educational services **must be provided** beyond 10 cumulative days. Services should enable continued access to curriculum and progress on IEP goals.

(c) Expulsion and Firearm Offenses

In rare cases involving firearms or serious bodily harm, Jackson Charter School shall follow federal Gun-Free Schools Act provisions requiring a one-year expulsion. The Executive Director or designee may modify this penalty on a case-by-case basis.

Expulsions require due process and must not interrupt educational service provision. Parents and students must receive a formal notice of allegations, along with date, time, and location for a hearing. Parents shall be afforded the opportunity to seek and appear with legal representation. Any decision to expel must be accompanied by written findings and the term of expulsion with notice of inconsistencies (if applicable).

(d) Prohibition of Corporal Punishment, Restraint, and Seclusion

Jackson Charter School strictly prohibits the use of corporal punishment under any circumstances. No student shall be spanked, paddled, physically struck, or subjected to any form of physical discipline as a means of behavior management or control.

In accordance with state law and best practices in special education, the use of physical restraint or isolated time-out is also prohibited, except in situations where a student's behavior presents an imminent danger of serious physical harm to the student or others, and no less restrictive interventions are effective. In such rare cases, any use of restraint or seclusion must:

- Be used only as a last resort,
- Be implemented by trained personnel using approved techniques,
- Be immediately documented and reported to the parent or guardian,
- Be reviewed by the student's IEP team to determine whether additional supports, services, or behavior interventions are needed.
- The school will never use restraint or seclusion as punishment, for staff convenience, or as a substitute for appropriate educational or behavioral interventions. Staff are trained in de-escalation strategies and trauma-informed practices to ensure the dignity, safety, and rights of all students, including those with disabilities, are protected at all times.

(e) Students Experiencing Homelessness

Students who are homeless and have disabilities may only be suspended out-of-school if they engage in serious infractions involving weapons, violence, or controlled substances while on school property or at a school-sponsored event.

Extracurricular Standards of Conduct

Participation in extracurricular activities—such as athletics, arts, student clubs, and leadership organizations—is considered a privilege and an integral part of the holistic educational experience at Jackson Charter School. These programs promote teamwork, personal responsibility, and enrichment beyond the classroom.

Coaches, sponsors, and program leaders may adopt additional standards of conduct that exceed those outlined in the general Student Code of Conduct. These expectations may apply both during school hours and outside of the school setting, reflecting the public and representative nature of these activities.

Students with disabilities will not be excluded from participation in extracurricular activities based on disability alone. Appropriate accommodations and modifications shall be provided to ensure meaningful access and inclusion.

Transportation for Students with Disabilities

Transportation is considered a related service under the IDEA when it is required for a

student with a disability to benefit from special education services or to access their educational program. Jackson Charter School recognizes its responsibility to provide safe, appropriate, and accessible transportation services for all students whose IEP or Section 504 Plan includes transportation as a required support.

Transportation services for students with disabilities will be determined through the IEP or 504 planning process and shall be:

- Tailored to the student's individual needs, including accommodations for mobility devices, health concerns, or behavioral supports;
- Delivered by qualified personnel trained in working with students with disabilities;
- Monitored regularly to ensure service reliability, student safety, and communication with families.

When a student is placed in a specialized setting or program that is not located at their home school due to educational necessity, transportation shall be provided to and from the placement location at no cost to the family.

In addition to daily routes, Jackson Charter School will make reasonable accommodations to support transportation needs related to field trips, extracurricular events, and Extended School Year (ESY) services, when such participation is documented in the student's educational plan.

Parents and guardians will receive advance notice regarding transportation arrangements. The school shall maintain open communication with families to ensure clarity around pickup/drop-off procedures, behavioral expectations on the bus, and what steps will be taken in case of delays or emergencies.

Students will not be penalized for behaviors that occur during transportation without the same procedural protections afforded to behaviors on campus. If incidents arise during transportation, they will be reviewed by the IEP team to determine whether additional supports, accommodations, or alternative arrangements are needed.

Evaluation and Oversight

To promote a culture of continuous improvement and legal fidelity, the Executive Director or designee shall also lead the annual review and revision of the Special Education Policies and Procedures Manual. This manual serves as the official framework for implementing IDEA, Section 504, and state special education regulations at the school level. The review process shall involve consultation with special education staff, input from families, and alignment with any updates issued by the Illinois State Board of Education (ISBE) or federal guidance.

Through proactive leadership and rigorous oversight, the Executive Director or designee ensures that Jackson Charter School remains committed to excellence in the education and protection of students with disabilities.

This policy shall be reviewed annually by the Board of Directors and revised as needed to

reflect changes in law, guidance, or best practice. The Board is committed to upholding the rights of students with disabilities and ensuring that all children are given the support and opportunity to reach their full potential.

Legal References

- IDEA (20 U.S.C. §1400 et seq.)
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794)
- Americans with Disabilities Act (42 U.S.C. §12101 et seq.)
- 105 ILCS 5/14-1.01 et seq.
- 23 Ill. Admin. Code Part 226
- 34 C.F.R. §§300.1-300.818
- Gun-Free Schools Act, 18 U.S.C. §922
- Education Code §12.131 and §37.005

AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE

Jackson is committed to protecting students from events that diminish their ability to learn and develop.

WARNING SIGNS OF SEXUAL ABUSE:

Physical signs include: Sexually transmitted infections or other genital infections; signs of trauma to the genital area, such as unexplained bleeding, bruising, blood; unusual weight gain or loss.

Behavioral Signs: Excessive talk about or knowledge of sexual topics; Keeping secrets; Not talking as much as usual; Not wanting to be left alone with certain people or being afraid to be away from primary caregivers; Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting; Overly compliant behavior; Sexual behavior that is inappropriate for the child's age; Spending an unusual amount of time alone; Trying to avoid removing clothing to change or bathe.

Emotional Signs: Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating; Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"; Change in mood or personality, such as increased aggression; Decrease in confidence or self-image; Anxiety, excessive worry, or fearfulness; Increase in unexplained health problems such as stomach aches and headaches; Loss or decrease in interest in school, activities, and friends; Nightmares or fear of being alone at night; Self-harming behaviors or expressing thoughts of suicide or suicidal behavior; Failing grades; Drug or alcohol use.

WARNING SIGNS OF GROOMING BEHAVIORS: School employees are expected to maintain professional and appropriate relationships with students, no exceptions. Any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity by an employee with direct contact with a student that is directed toward or with a student to establish a romantic or sexual relationship is considered grooming.

The Illinois State Board of Education maintains a resource guide on Sexual Abuse Response and Prevention pursuant to Public Act 102-0676, 105 ILCS 5/2-3.188.

FAITH's LAW NOTIFICATION

In accordance with Faith's Law (105 ILCS 5/22-85.5), Jackson has adopted and implemented an Employee Code of Professional Conduct applicable to all individuals who have direct contact with students.

The Code of Professional Conduct incorporates the Code of Ethics for Illinois Educators, 23 Ill. Admin. Part 22. Section 22.20 Code of Ethics

a) Responsibility to Students

The Illinois educator is committed to creating, promoting and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- Embody the Standards for the School Support Personnel Endorsements (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24.130), and Standards for Administrative Endorsements (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;
- Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
- Maintain a professional relationship with students at all times;
- Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation and adaptation of effective instruction; and
- Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- Represent their professional credentials and qualifications accurately; and
- Demonstrate a high level of professional judgment.+

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
- Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;
- Seek out and engage in activities that contribute to the ongoing development of the profession;

- Promote participation in educational decision-making processes;
 - Encourage promising candidates to enter the education profession; and
 - Support the preparation, induction, mentoring and professional development of educators.
- d) Responsibility to Parents, Families and Communities

The Illinois educator will collaborate, build trust and respect confidentiality with parents, families and communities to create effective instruction and learning environments for each student.

Illinois educators:

- Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- Encourage and advocate for fair and equal educational opportunities for each student;
- Develop and maintain professional relationships with parents, families and communities;
- Promote collaboration and support student learning through regular and meaningful communication with parents, families and communities; and
- Cooperate with community agencies that provide resources and services to enhance the learning environment.

e) Responsibility to the Illinois State Board of Education

Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:

- Provide accurate communication to the Illinois State Board of Education concerning all educator licensure matters;
- Maintain appropriate educator licensure for employment; and
- Comply with State and federal laws and regulations.

(Source: Amended at 38 Ill. Reg. 6224, effective February 27, 2014)

ACCEPTABLE USE OF TECHNOLOGY

This Student Acceptable Use Policy (“Policy”) sets forth the standards governing Jackson authorized users’ access to local, state, national, and international sources of information through the Internet, the Jackson 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, Jackson network, electronic mail, and computer access. This Policy is in compliance with the Children’s Internet Protection Act.

Access to the Internet, Jackson network, computer, and electronic mail 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 Jackson School Policy established by the Rockford Charter School Board of Directors.

I. GENERAL PROVISIONS

Authorized Users: Jackson provides devices and network capabilities to students for the purpose of enhancing instruction through technological resources. Jackson uses

filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. Jackson may make Internet access to email available to students on the Jackson networks as an educational resource. It is a general policy of Jackson to promote the use of computers in a manner that is responsible, legal, and appropriate. Student use of the Jackson 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 Jackson to provide a subsequent opportunity for access to the Jackson network.

Jackson 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 Jackson, the Rockford Public Schools (RPS), and the City of Rockford are not responsible for material viewed or downloaded by users from the Internet. If a student gains access to inappropriate, obscene, pornographic, and/or harmful material, Jackson, RPS and the City of Rockford will not be liable. To minimize these risks, your use of the Internet, the Jackson network, computer devices, and electronic mail is governed by this Policy.

II. USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL Jackson devices are for STUDENT USE ONLY! 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 Jackson network for, or in support of, any illegal purposes; 2. Use of the Jackson 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;
2. 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
3. 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;
4. "Reposting" or forwarding personal communications without the author's prior consent;
5. Copying commercial software in violation of state, federal, or international copyright laws;
6. Using the Jackson network for financial gain or for the transaction of any business or commercial activities;
7. Plagiarizing (claiming another person's writing as your own) any information gained on or through the Jackson network or any other network provider 9. Using the Jackson network for political lobbying;

8. Intentionally disrupting the use of the Jackson 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;
9. Providing access to the Jackson network to violate any provisions of the Jackson Code of Conduct; and
10. Using a modem to dial into any online service provider, Internet Service Provider (ISP) or connect through a Digital Subscriber Line (DSL) while connected to the Jackson network, as this poses a security risk to the Jackson network.

III. GENERAL INFORMATION

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

1. May keep a free account on the Jackson network as long as he or she is a student enrolled at Jackson;
2. May use the Internet to research assigned classroom projects;
3. May use the Internet to send email to other users of the Jackson network and to people around the globe (with the teacher’s consent);
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 Jackson network is considered private or confidential, and Jackson 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 Jackson network will be revoked;
9. Understands that if he or she is removed from the Jackson 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 Executive Director of the school; the Jackson Principal’s decision shall be final; and
10. Understands that if he or she is removed from the Jackson network, there shall be no obligation to provide a subsequent opportunity to access the Jackson network.

IV. PARENT/GUARDIAN CONSENT FOR USE OF JACKSON NETWORK Prior to the activation of a student’s account on the Jackson 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 Jackson 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 Jackson Network Student Internet Orientation.

VI. WAIVER OF PRIVACY, MONITORING, ENFORCEMENT

Users do not have a personal privacy interest in anything created, received, or stored on the Internet, Jackson 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 Jackson computer equipment or Internet access. Users consent to allow Jackson personnel to access and review all materials created, stored, sent, or received by the User through any of the Jackson network or Internet connections.

Jackson has the right to monitor and log any and all aspects of its computer system including, but not limited to, monitoring Internet, Jackson 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 Jackson network. The student may appeal the decision in writing to the Executive Director of Jackson Charter at ewrenn@jacksoncharterschool.org within 30 days of revocation.

STUDENT ONLINE PERSONAL PROTECTION ACT

I. SCOPE OF THE POLICY: This policy outlines how Rockford Charter School Organization (hereinafter “Jackson Charter School”) will comply with its responsibilities under the Student Online Personal Protection Act (hereinafter “SOPPA”). This policy also provides how employees are authorized to use educational technology products or applications and which employees can enter into written agreements supporting or authorizing their use. This policy summarizes the parent rights under SOPPA.

II. DEFINITIONS:

a. Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality, or integrity of covered information maintained by an operator or school.
b. Covered information means personally identifiable information or material or information that is linked to personally identifiable information or material in any media or format that is not publicly available and is any of the following:

1. Created by or provided to an operator by a student or the student’s parent in the course of the student’s or parent’s use of the operator’s site, service, or application for K through 5 school purposes.
2. Created by or provided to an operator by an employee or agent of a school or school district for K through 5 school purposes.
3. Gathered by an operator through the operation of its site, service, or application for K through 5 school purposes and personally identifies a student, including, but not limited to, the information in the student’s educational record or electronic mail, first and last name, home address, telephone number, electronic mail address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records,

a social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or geolocation information.

c. Department/School Management refers to the supervisor, manager, director, officer, principal, Network Chief, or other employees of the Board designated by their department or office or school to implement policy compliance requirements.

d. Educational Technology means educational software, electronic or online tools used by schools to improve student engagement, knowledge retention, individual learning or collaboration.

e. K through 5 school purposes refers to purposes that are directed by or that customarily take place at the direction of a school, teacher, or school district; aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between students, school personnel, or parents; or are otherwise for the use and benefit of the school.

f. Operator refers to the operator of an Internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used primarily for K through 5 school purposes and was designed and marketed for K through 5 school purposes.

g. Parent means a person who is the natural parent of the student or other person who has the primary responsibility for the care and upbringing of the student.

h. Personally Identifiable Information (PII) refers to sensitive data and information that must be protected against unwarranted disclosure such as student information, private employee information and protected health information that can adversely affect the privacy or welfare of an individual.

i. Targeted advertising means presenting advertisements to a student where the advertisement is selected based on information obtained or inferred from that student's online behavior, usage of applications, or covered information. The term does not include advertising to a student at an online location-based upon that student's current visit to that location or in response to that student's request for information or feedback, without the retention of that student's online activities or requests over time for the purpose of targeting subsequent ads.

III. OPERATOR REQUIREMENTS: Prior to entering into a written agreement with the school, operators must meet these minimum operator requirements.

a. Operators must agree to the following:

1. Implement and maintain reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure.
2. Delete, within a reasonable time period, a student's covered information if the school requests deletion of covered information under the control of the school, unless a student or his or her parent consents to the maintenance of the covered information.
3. Publicly disclose material information about its collection, use, and disclosure of covered information with a privacy policy.
4. Limitations on a student's covered information.
 - a) A student's covered information shall be collected only for K through 5 school purposes and not further processed in a manner that is incompatible with those purposes.
 - b) A student's covered information shall only be adequate, relevant, and limited to what is necessary in relation to

the K through 5 school purposes for which it is processed.

5. Notify the school of any breach of the students' covered information no later than 30 calendar days after the determination that a breach has occurred.

b. Operators are prohibited from:

1. Engaging in targeted advertising.
2. Using information including persistent unique identifiers, created or gathered by the operator's site, service, or application to amass a profile about a student.
3. Selling or renting a student's information.
4. Disclosing covered information, except for circumstances allowable under the SOPPA policy.

IV. AUTHORIZED SOFTWARE:

- a. Department/School Management or designee has the authority to select from a comprehensive list of authorized software.
- b. Department/School Management may seek approval through the operator onboarding process to request an addition to the comprehensive list of authorized software.
- c. No employee may use prohibited software.

V. RESPONSIBILITIES FOR USING AUTHORIZED SOFTWARE:

a. School Use Procedures

1. The principal must ensure teachers and staff are using authorized software.

b. Teacher and Staff Responsibilities

1. Teachers and staff must receive approval from the principal prior to using authorized software.
2. Teachers and staff are prohibited from entering into agreements for any software or requiring students to do so.

c. Parent and Student Rights

1. Parents have the right to inspect and review the student's covered information, request from a school a paper or electronic copy of the student's covered information, and request corrections of factual inaccuracies contained in the student's covered information.
2. Parents have the right to know which authorized software are being used in the classroom and when outlined in the guidelines consent to the use of authorized software
3. Parents have the right to be notified by the school of a breach of covered information.

VI. WEBSITE POSTING: The school is responsible for posting relevant information on the school website.

- a. Annually post a list of all operators of online services or applications utilized by the school.
- b. Annually post all data elements that the school collects, maintains, or discloses to any entity. This information must also explain how the school uses the data, and to whom and why it discloses the data.
- c. Post contracts for each operator within 10 days of signing.
- d. Annually post subcontractors for each operator.
- e. Post the process for how parents can exercise their rights to inspect, review and correct information maintained by the school, operator, or ISBE.
- f. Post data breaches within 10 days and notify parents within 30 days.
- g. Create a policy for who can sign contracts with operators.
- h. Designate a privacy officer to ensure compliance.
- i. Maintain reasonable security procedures and practices. Agreements with vendors in which information is shared must include a provision that the vendor maintains reasonable security

procedures and practices.

VII. ENFORCEMENT Violations of this policy or any guidelines issued pursuant to or in relation to this policy are prohibited. Employees who commit violations may be subject to discipline. Operators who commit violations may result in their products or tools becoming prohibited.

VIII. LEGAL REFERENCE: Student Online Personal Protection Act, 105 ILCS 85/1

NOTIFICATION OF RIGHTS UNDER FERPA

For Elementary and Secondary Schools:

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians 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/Guardians 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/guardian 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/guardian or eligible student believes are inaccurate. Parents/Guardian or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Executive Director [or appropriate school official], clearly identifying 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/guardian or eligible student, the School will notify the parent/guardian 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/guardian 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.

Legitimate Education Interest:

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/guardian 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.

Health or Safety Emergency Exception:

FERPA's health or safety emergency provision permits such disclosures, without the consent of the parent/guardian or eligible student, if necessary, to protect the health or safety of the student or other individuals. This exception to FERPA's consent requirement is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records. Generally, law enforcement officials, public health officials, medical personnel, and parents/guardians are the appropriate parties to whom information may be disclosed under the health or safety emergency exception. Disclosures made under the health or safety emergency exception must be "in connection with an emergency," which means it must be related to an actual, impending, or imminent emergency, in the same vein as a natural disaster, a terrorist attack, a campus shooting, or the outbreak of an epidemic disease. Under the health or safety emergency exception, a school must determine whether to disclose personally identifiable information from education records on a case-by-case basis, based on a totality of the circumstances assessment pertaining to a threat to the health or safety of the student or others. If the school determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that a party needs personally identifiable information from education records to protect the health or safety of the student or other individuals, it may disclose that information to an appropriate party without consent. The phrase "articulable and significant threat" means that if a school official can explain why, based on most up-to-date information available, the official reasonably believes, for instance, that a student poses a significant threat, such as a threat of substantial bodily harm to any person, including the student, the school official may disclose personally identifiable information from education records without consent to any person whose knowledge of the information will assist in protecting a person from threat.

- 1) 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

Jackson Charter School shall comply with all federal and state laws and regulations prohibiting discrimination. Specifically, it is the policy of Rockford Charter School Organization 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 Rockford Charter School Organization who believes he or she has been discriminated against, denied a benefit, or excluded from 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 Executive Director, (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 Jackson Schools' Chief Compliance Officer, who, for the 2026-2027 Academic Year is:

Sosnowski Szeto, LLP
6735 Vistagreen Way, Suite 300
Rockford, IL 61107
815-900-7272
roxanne@sosnowskiszeto.com

The complainant shall provide a copy given to the school Executive 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 Jackson School Board of Directors, indicating the nature of disagreement.

The Jackson School 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 Jackson School Board of Directors shall, within thirty (30) calendar days after the hearing, provide the complainant with a written statement of its decision, and action taken.

EQUAL EDUCATIONAL OPPORTUNITIES

Jackson School 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 the Jackson Schools Chief Compliance Officer and processed in accordance with procedures established by Jackson Schools' authorizer, Rockford Public Schools. Jackson Schools' Chief Compliance Officer for the 2026-2027 Academic Year is:

Sosnowski Szeto, LLP
6735 Vistagreen Way, Suite 300
Rockford, IL 61107
815-900-7272
roxanne@sosnowskiszeto.com

STUDENT HANDBOOK ACKNOWLEDGMENT

My signature below indicates I have read the handbook and am aware of the policies and procedures of Jackson Charter School. I understand that choosing Jackson Charter School as an educational partner for myself (or my child) indicates my willingness to observe the rules, policies, and standards of conduct outlined in this handbook.

I understand that the statements contained in this handbook are guidelines only and that the handbook does not constitute a contract between Jackson Charter School and its students or the parents / guardians of its students. I also understand that Jackson Charter School specifically retains the discretion to amend, discontinue, or vary the policies or procedures contained in the handbook with or without prior notice.

STUDENT NAME (PRINT PLEASE):

STUDENT SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN NAME (PRINT PLEASE):

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____