“Be Ready. Stay Ready.”

2019-2020

STUDENT AND FAMILY HANDBOOK

www.cicsnorthtown.org

Student Name: __________________________________________________________

Address: _______________________________________________________________

Home Phone #: ______________________   Mobile Phone #:_____________________

Advisor Name: ____________________________________ Advisory: ______________

In case of emergency, please notify:

Name: _________________________________________     Phone #: ______________

Students are to provide this information to their advisors by September 6, 2019.
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<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
</tr>
</thead>
</table>
| **September** | September 3 – First Day of School  
September 9 – School Photos (9,10,11)  
September 11 – Back to School Night |
| **October**   | October 5 – Homecoming Dance  
October 14 – Indigenous Peoples Day; School Closed |
| **November**  | November 8 – No School for Students (Network Professional Development, End of Q1)  
November 11 – Veterans’ Day; School Closed  
November 14 – No School for Students (Parent Teacher Conferences)  
November 27 – Half Day  
November 28-29 – Thanksgiving Holiday; School Closed |
| **December** | December 6 – Winter Extravaganza  
December 20 – Half Day  
December 23 – January 3 – Winter Break; School Closed |
| **January**   | January 20 – MLK, Jr. Holiday; School Closed  
January 30 – End of Q2  
January 31 – No School for Students (Network Professional Development) |
| **February**  | February 17 – Presidents’ Day; School Closed |
| **March**     | March 20 – No School for Students (Campus Professional Development)  
March 27 – Spring Fling Dance |
### April

- April 3 – Half Day
- April 6-9 – Spring Break; School Closed
- April 14 – 11th Grade SAT
- April 16 – End of Q3
- April 17 – No School for Students (Campus Professional Development)
- April 22 – No School for Students (Parent Teacher Conferences)

### May

- May 1 – Prom
- May 22 – Seniors’ Last Day of School
- May 25 – Memorial Day; School Closed
- May 29 – Graduation

### June

- June 12 – Spring Day
- June 18 – Last Day of School (End of Q4)

A complete and updated calendar will be posted on www.cicsnorthtown.org
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Mission

Welcome to CICS Northtown Academy, the world at home.

While much of the rhetoric around high-quality secondary education focuses on AP and dual enrollment courses, SAT scores, and college admissions, we want parents and other stakeholders to know more about this amazing school community than just statistics. Certainly, we are a college-preparatory school, relentless in our pursuit of academic achievement. We send students to the University of Illinois at Urbana-Champaign and Loyola, as well as Pomona College and Yale. Some of our recent graduates are leaders in education, engineers, doctors, nurses, college professors, and, well, one systems analyst for the FBI. Although our accomplishments are remarkable, we are also incredibly proud to hold the unique status of being the most diverse charter school in the City of Chicago. With over 40 languages represented among our student body, we are, in fact, the world at home.

Why does that matter?

The tapestry woven by the myriad backgrounds of our unique community is a strength on which we capitalize to build a welcoming, deeply engaged, productive educational experience for all students.

At Northtown, we strive to be a model for the future of community, harnessing the richness of the varying cultures, languages, religions, and perspectives represented by students and staff to develop relevant and challenging educational experiences. Drawing on the spectrum of lived realities, beliefs, and ideas, we are not only able to give our students access to a global community from which to learn, but we are also able to leverage this wider horizon to prepare our students to lead ethically, inclusively, and innovatively. We encourage our students to construct bridges across all boundaries, knowing that the challenges of the ever-changing 21st century will be met by those who succeed in building coalitions for the purpose of resolving the world’s most pressing problems. We recognize that the best solutions emerge from the troubleshooting ideas developed by a multitude of people who are willing to share their knowledge in order to create, innovate, and solve. We are also steadfast in our effort to build a sense of teamwork among students, in the hopes that they will know the incredible power harnessed by people who pool their collective talents and scholarship to promote the greater good.

Therefore, Northtown’s mission is to transform communities through well-prepared, identity-affirmed graduates, who are capable of contributing valuably to intellectual discourse, insightful problem-solving, innovation, and community vitalization. We reject indoctrination and seek to foster the kind of independent, critical thought that will generate the coalition building and advancements necessary to address contemporary issues and concerns. We are dogged in our support for the development of a vibrant, welcoming, productive school community from
which every student leaves with a passion for the future and commitment to making a meaningful contribution to society.

Northtown is dedicated to achieving our mission in a collaborative context. Recognizing the strengths that each brings to our amazing community, our teachers and students work together to develop an inclusive, intellectual, and productive high school experience. We work under the premise that our students and staff are positioned for incredible growth and achievement and that the goal of education is to provide an environment in which our students' creativity, intellectual prowess, and problem-solving capabilities are nurtured and thrive to promote remarkable growth.

Welcome to the world at home, where everyone has a place, a purpose, and an opportunity to succeed.

History

Civitas Schools is an educational management organization founded in 2004 that currently manages four charter campuses: CICS Northtown Academy, CICS Ralph Ellison, CICS Wrightwood Campus, and CICS Chicago Quest. Civitas is a Latin word meaning “citizenship.” This name was chosen to reflect the organization’s vision to develop urban schools that emphasize student achievement and promote civic responsibility. Civitas Schools was originally created as a subsidiary of the Chicago Charter School Foundation (CCSF), a non-profit organization that holds a multi-campus charter with the State of Illinois and serves as the umbrella organization for all Chicago International Charter School campuses (CICS).

Organizational Structure

CICS Northtown is managed by Civitas Education Partners, under the umbrella of Chicago International Charter School (CICS). The mission of Civitas Schools is to ensure that all students demonstrate the intellectual skills, cultural competence, belief in self, and engagement in community necessary for success in school, college, the workplace, and life.

Questions or concerns about the school should be addressed on campus. If any issues remain unresolved after communicating with the campus, families and community members are welcome to contact Civitas Education Partners.

Charter Schools

Charter schools are public schools operated by independent, often private, organizations. Charter schools enjoy the flexibility and autonomy to their own academic model and policies, as delineated by the Illinois School Code. When a Chicago charter reaches its fifth year of operation, it undergoes a comprehensive renewal process, during which time the Office of New Schools evaluates its performance against its School Agreement and Accountability Plan.
Before joining CICS Northtown Academy, it is important to understand that we are a school of CHOICE. Families who choose our school are expected to support the mission, values, and policies espoused by CICS and Civitas Education Partners. In choosing to attend CICS Northtown, families and students agree to adhere to all rules and regulations designed to promote a productive learning environment. Students who consistently violate school policy will be subject to discipline, up to and including expulsion from Chicago International Charter School.

Admissions and Equal Education Opportunity Policy

CICS Northtown Academy admits students of any race, color, nationality, ethnic origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived marital or parental status (including pregnancy) to all the rights and privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, nationality, ethnic origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived marital or parental status (including pregnancy) in administration of its educational policies, admission policies, service scholarships, athletics, and any other programs.

Accreditation

CICS Northtown Academy holds certificates of accreditation from the State of Illinois and the North Central Association of Colleges and Secondary Schools.

Amendments

Statements in this handbook are subject to amendment with or without notice. The school will attempt to keep you informed of all changes as soon as possible; however, some changes might be made immediately due to unforeseen circumstances. A complete, current handbook is available for review in the CICS Northtown main office or on the website.

Parent Responsibilities

- Be an active participant in your student’s education - monitor academic progress, make sure your student arrives to school everyday on time and prepared to learn, attend quarterly parent meetings including parent-teacher conferences and report card pick up.
- Communicate openly and respectfully with school faculty staff and administration.
- Adhere to and promote the rules, policies and procedures established by CICS Northtown Academy.
Student Responsibilities

- Come to school prepared and on time every day.
- Take ownership of your learning and your actions as a responsible, young adult.
- Respect your peers, adults, teachers, staff and community members at all times.
- Communicate your academic and emotional needs when necessary.
- Communicate concerns regarding the safety of the members of your school community.
- Adhere to the rules, policies and procedures established by CICS Northtown Academy.
- Provide a safe and welcoming learning environment.
- Communicate with all community members in a timely and efficient manner.
- Set high expectations for all students through a rigorous college preparatory curriculum.
- Follow all rules, policies and procedures established by CICS Northtown Academy.
- Promote and encourage parental involvement in the school community.

Academic Growth and Accountability

The school’s curriculum is developed in a way that integrates critical content and college readiness skills into core classes. This curriculum is designed to help students understand how to achieve remarkable growth as measured by the State of Illinois and Chicago Public Schools’ mandated testing systems, including the SAT, and to ensure that all of our students are prepared to be successful in college.

Through Academic Approach and the SAT, students are tested at regular intervals throughout the academic year to determine their individual growth toward mastery of SAT and college readiness standards. Teachers and administrators analyze the data and use the information to inform their work in the classroom to better address student needs. Using the information gleaned from these assessments in conjunction with student performance in the classroom, our staff is able to make differentiated instruction adjustments to ensure that students in need of remediation or enrichment have their needs fully met.

Academic Integrity

Civitas Education Partners is committed to its mission of educating students in the morals and ethics of responsible citizenship. Academic honesty is an expectation of all students. Cheating on tests and examinations, allowing others to copy or look at work, or engaging in other activities that are dishonest (including plagiarism), are serious offenses and may result in strict sanctions, including but not limited to, loss of credit on the academic work involved, revocation of school privileges and participation in extracurricular activities, dismissal from Honor Society, and disciplinary sanction. All cases of academic dishonesty are reported to the Deans and parents/guardians will be notified.
# Academic Requirements

CICS Northtown is a four-year college preparatory high school. All students attend full-time. The following graduation credits are required of our students:

<table>
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<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022 and Beyond</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.0 credits</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td></td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
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<tr>
<td></td>
<td>English 2</td>
<td>English 2</td>
<td>English 2</td>
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<tr>
<td></td>
<td>English 3/AP</td>
<td>English 3/AP</td>
<td>English 3/AP</td>
</tr>
<tr>
<td></td>
<td>Choice Electives/AP</td>
<td></td>
<td><em>English 4/AP</em></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>3.0 credits</td>
<td>3.0 credits</td>
<td>2.0 credits</td>
</tr>
<tr>
<td></td>
<td>Writing 1</td>
<td>Writing 1</td>
<td>Writing 1</td>
</tr>
<tr>
<td></td>
<td>Writing 2</td>
<td>Writing Intensive Elective</td>
<td>Intro to College Writing or ENG101</td>
</tr>
<tr>
<td></td>
<td>1.0 Writing Intensive Elective</td>
<td>.5 Writing Intensive Elective</td>
<td>.5 Writing Intensive Elective</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4.0 credits</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td></td>
<td>Algebra 1/Accelerated</td>
<td>Algebra 1/Accelerated</td>
<td>Algebra 1/Accelerated/Advanced</td>
</tr>
<tr>
<td></td>
<td>Geometry Honors</td>
<td>Geometry Honors</td>
<td>Geometry Honors</td>
</tr>
<tr>
<td></td>
<td>Algebra 2/PreCalc</td>
<td>Algebra 2/PreCalc</td>
<td>Algebra 2/PreCalc</td>
</tr>
<tr>
<td></td>
<td>1.0 credits Math Electives</td>
<td>1.0 credits Math Electives</td>
<td>1.0 credits Math Electives</td>
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<tr>
<td><strong>Social Science</strong></td>
<td>4.0 credits</td>
<td>3.5 credits</td>
<td>3.5 credits</td>
</tr>
<tr>
<td></td>
<td>Human Geo</td>
<td>Human Geo</td>
<td>Human Geo</td>
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<tr>
<td></td>
<td>World History</td>
<td>World History</td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td></td>
<td>Econ/Civics</td>
<td>Civics</td>
<td>Civics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.0 credits</td>
<td>3.0 credits</td>
<td>3.0 credits</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>Physical Science/Honors Choice Elective</td>
<td>Physical Science/Honors Choice Elective</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>1.0 Choice Elective</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>2.0 Credit</td>
<td>2.0 Credit</td>
<td>2.0 Credit</td>
</tr>
<tr>
<td><strong>PE/Health</strong></td>
<td>1 credit PE</td>
<td>1.5 credit PE</td>
<td>2 credit PE</td>
</tr>
<tr>
<td></td>
<td>.5 credits Health</td>
<td>.5 credits Health</td>
<td>.5 credits Health</td>
</tr>
<tr>
<td><strong>Art/Music/Tech</strong></td>
<td>1.0 credit</td>
<td>1.0 credit</td>
<td>1.0 credit</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4.5 credits</td>
<td>4.5 credits</td>
<td>3.0 credits</td>
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<tr>
<td><strong>Constitution Test</strong></td>
<td>Taken in Civics</td>
<td>Taken in Civics</td>
<td>Taken in Civics</td>
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<tr>
<td><strong>Consumer Education</strong></td>
<td>Economics</td>
<td>Economics or Personal Finance*</td>
<td>Economics or Personal Finance*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27 credits</td>
<td>27 credits</td>
<td>25 credits</td>
</tr>
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</table>

*Personal finance can count towards math credits and fulfill Consumer Education Requirement*
Promotion Policy

Earned credits are reviewed annually to ensure that each student is on track to graduate from CICS Northtown Academy. If a student is not meeting earned credit requirements, the school will work with the student and family to define options for remediating credits. Options may include summer school or other school option. If a student has fallen significantly behind either in total credits or in courses required to advance to required courses, the student may be required to repeat the current grade. **Students who miss more than 21 days of school will not earn credits from that school year and will have to attend summer school in order to receive those credits. Failure to complete the summer school course will result in a total loss of privileges for the following school year. In addition, the school will not release transcripts for any reason and the diploma will be withheld upon graduation.**

The promotion of students eligible for special education and related services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 will be assessed on a case-by-case basis with consideration of the student’s IEP or Section 504 team.

Following is a list of academic requirements for entry into each grade level for School Year 2020:

- Freshmen must provide documentation of 8th grade completion.
- Sophomores enter the school year with 6.0 high school credits.
- Juniors enter the school year with 12.0 high school credits.
- Seniors enter the school year with a minimum of 18.0 high school credits.

Students who do not meet these academic benchmarks or do not earn the credits necessary to advance to the next level in some courses may not be promoted and may require 5 years to complete the full course of study.

Achievement Levels

There are two levels of courses provided at CICS Northtown Academy:

- Honors/AP and Dual Enrollment courses are taught at an accelerated pace to provide students with elevated levels of rigor and enrichment within the college prep program.
- Academic courses are designed for students to meet rigorous standards within the college prep program.

Program of study and course placement is determined by procedures that consider scores on standardized tests, student academic performance in previous classes, work ethic, interest, attendance, seat availability, and teacher recommendation.

Course Selection: **Registration for the following school year begins in the Spring.** Juniors, sophomores, and freshmen work with administrators and counselors to determine placement in required and elective courses from the Course Catalog. Based on registration, the master
schedule is developed and every effort is made to provide each student his/her chosen courses. When schedule conflicts arise, it may be necessary for the administration to schedule students in alternative electives.

Course or Level Changes

Student requests for a course change or drop during the school year or after registration period must be approved by the administration. A teacher may also recommend a change in course level if evidence suggests that the student would be better supported at a different level.

Course Sequence

Each year, students will receive academic advising to determine the proper course sequence to progress logically and meaningfully toward graduation. Students do have the option to “double-up” on math during the sophomore or junior year.

Academic Lab

Freshman and sophomore students are scheduled for a mandatory Academic Lab. Academic Lab is optional for Juniors and Seniors, unless required by the school. Students are required to bring books and materials with them to Academic Lab, to study or work for the entire period, and to request assistance from lab supervisors as needed. Students must adhere to the sign out procedures for Academic Lab. Supervisors reserve the right to adjust rules and procedures as warranted.

Office Hours

Throughout the school year, counselors, advisors, and administrators will review grades weekly and identify students who need additional academic support. Students in need of support are expected to attend Office Hours when scheduled by the school. All school rules apply during this time and students need to show up prepared to work on school assignments and take full advantage of the academic support being provided.

The grade of Incomplete (I) is assigned when, due to medical or other serious reasons, a student is not able to complete course obligations by the end of a marking period. Administrative approval is required before issuing an incomplete. If requisite course work is not completed during the period determined when the “I” is assigned, the student will earn a failing grade in the class.

Honor Roll

The honor roll is calculated at the end of each semester. To qualify for High Honors a student must earn a GPA of 3.5 or higher. To qualify for Honors a student must earn a GPA between
3.0 and 3.49. Students who earn honor roll distinction may not receive any grades lower than a “C” or have an incomplete “I” in any subject that semester.

**Failed Courses**

No credit is awarded for failing grades. When a student fails a course, they are in danger of not being promoted for the next school year. Before the administration determines what arrangements can be made for students to remediate courses, the administration first reviews all students’ academic standings. Opportunities to remediate credits (summer school or other school option) are not available for students who do not earn the necessary credits to be promoted. In situations where a student needs to make up a class that is not being offered by CICS Northtown Academy, students may be permitted to attend approved courses offered by outside educational organizations. The Assistant Principal must review the course description and approve enrollment in any outside course. If approval is not sought or granted, credits will not count toward CICS Northtown Academy graduation requirements. Students who do not remediate failed courses after the administration arranges opportunities to remediate the courses may be denied promotion to the next grade level. Students who fail more than 2.0 credits may be required to repeat the year and may not be granted the opportunity to pursue credit remediation options.

**Progress Reports**

At regular intervals, progress reports are made available. Parents are expected to access PowerSchool regularly to remain aware of their student’s progress in all courses and to communicate questions or concerns to teachers. The school will remind parents throughout the year when parents should review their student’s grades.

**Reports Cards**

Grade reports will be issued at the conclusion of each semester. One report card will be issued per student. Under the Illinois School Student Records Act (105 ILCS 10), parents or legal guardians may request copies of student records. Requests for copies of student records must be made in person by visiting the main office or in writing.

**Parent-Student-Teacher Conferences**

Family conferences, scheduled at the completion of the first and third quarters, provide an important opportunity to discuss student progress at CICS Northtown Academy (see calendar for specific dates). Report cards from first and third quarters will be distributed at conferences. Students are expected to be present for conferences; families are encouraged to schedule conferences throughout the year to address any academic issues that may arise.

**Transcripts**
Transcript requests should be directed to the main office. Transcripts include semester grades, GPA, and service hours completed. The first transcript is provided free of charge. Subsequent transcript requests may carry a $2.00 fee.

**Transfers**

A transfer out of CICS Northtown Academy into another school will be considered only after the parent/guardian presents required paperwork, and signs a transfer request form. The receiving school must confirm the transfer and request records. All financial obligations must be met before an official transcript will be processed.

**Grading and Assessment Overview**

The faculty and staff at Northtown Academy (NTA) are committed to the development of innovative, meaningful, and challenging learning experiences that promote academic achievement for all students. As part of this commitment, NTA educators are dedicated to the implementation of effective assessment practices that communicate clearly to students, parents, and other stakeholders information on academic progress throughout the school year. Therefore, grading practices and grades work to generate data on students’ levels of mastery of learning standards, taking into consideration both the courses in which students are enrolled and differentiation for diverse learners. Grading practices are the combined result of clearly stated instructional outcomes and the provision of numerous opportunities for students to demonstrate mastery, or progress toward mastery, of learning objectives. Although responsible behaviors, compliance, and preparation are critical factors in student success and may be noted or tracked, grades at NTA are solely reflective of a student’s level of mastery of clearly communicated instructional outcomes, which may be appropriately differentiated based upon student need.
Grades at NTA

To develop students' awareness of how their performance reflects upon their college-going record, our school has adopted the 4-point scale for all grading. Students will receive scores on a scale of 1-4 to indicate their performance on each assignment. These numbers are easily comparable to the 4-point GPA scale, so students should gain a stronger sense of their developing skills in relation to the final outcomes at each quarter and semester end. These scores can be interpreted as such:

<table>
<thead>
<tr>
<th>4-Point Scale</th>
<th>“Levels of Knowing” Students...</th>
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</table>
| **4** Mastery | ● Achieve the learning target **consistently**  
● Show high levels of accuracy/quality  
● Identify and correct mistakes independently  
● Demonstrate, connect or apply skills and knowledge regularly, when applicable |
| **3** Proficiency | ● Achieve the learning target **with some variability or inconsistency**  
● Produce accurate or quality work **with some variability or inconsistency**  
● Often complete tasks with independence or with minimal guidance, assistance, or redirection **with some variability or inconsistency**  
● Complete tasks without **major** errors or omissions regarding any of the information or processes explicitly taught  
● Identify and correct mistakes with minimal to no prompting |
| **2** Developing | ● Approximate the standard or learning target  
● Complete tasks, but with **substantial** assistance, guidance, redirection, or reteaching  
● Complete task, but without major errors or omissions regarding the **simpler details or processes**.  
● Complete tasks with major errors or omissions regarding the **complex processes**  
● Identify mistakes with help  
● Perform inconsistently  
● Struggle to demonstrate the learning target |
| **1** Emergent | ● Cannot achieve the learning target without substantial assistance  
● Cannot start tasks without assistance  
● Partially understand simpler details and processes with substantial help  
● Do not follow task while it is explained  
● Do not identify mistakes |
| **0/M/I** Incomplete/ Missing | ● Do not start the task, even with assistance  
● Do not demonstrate understanding or skill  
● Do not clearly demonstrate the skills or does so too rarely to show progress.  
● Do not submit task |

*The grade of Incomplete (I) may be assigned when, due to medical or other serious reasons, a student is not able to complete course obligations by the end of a marking period. Administrative approval is required before issuing an incomplete. If requisite course work is not completed during the period determined when the “I” is assigned, the student will earn a failing grade in the class.*
Managing Courses at NTA

Course grades at Northtown Academy are based 80% on summative academic performance and 20% on Illinois social-emotional learning (SEL) standard performance (Goal 3). Academic summatives provide an opportunity for students to demonstrate what they know and are able to do with respect to course content, academic skills, etc. The SEL summative reflects how well students apply decision-making skills to deal responsibly with daily academic situations. Therefore, to demonstrate performance in this arena, students are expected to submit all formative assessments in preparation for summative evaluations. Formatives are “practice,” like classwork, in-class discussions, drafts, and homework, while summatives are “final evaluations,” like tests, long-term projects, essays, presentations, etc.

Formative Assessments

The purpose of formative assessments is to provide students with multiple opportunities to develop content knowledge and skills in preparation for a summative performance evaluation. As formative assessments are practice, teachers will provide rich, targeted feedback, which serves the purpose of helping students to improve performance. Therefore, formative assessments will not factor directly into the course grade. However, formative assessments do form the foundation of the SEL grade. Students will receive an SEL grade weekly. Formative feedback is provided daily. Please note the following:

- Feedback on formative performance can include comments, suggestions, and performance on the 4-point scale.
- The formative assessment will be fully aligned to the learning standards/targets and prepare students to succeed on the summative.
- Students should seek help and ask clarifying questions in order to improve performance by applying the feedback provided.
- When students are absent due to illness or other approved reason, they have the number of days of the length of the absence to submit a formative. To illustrate, if a student was absent 3 days, that student has 3 days after returning to school to submit missing work.

Summative Assessments

The purpose of summative assessments is to determine and evaluate student achievement and progress on course learning targets. The summative structure, format, learning targets or evaluation process may be altered to meet the needs of students with disabilities and to comply with the IEP. Co-teachers will work with content teachers to determine how to proceed with summatives. Co-teachers are responsible to determine the grade for students with IEPs. In courses where there is not a co-teacher, push-in teachers and case managers will work with content area teachers to support this process. Please note the following:
● Summative assessments are given weekly. Student performance on summatives is recorded weekly through PowerSchool.
● If present, students are required to take the summative on the day it is administered by the teacher.
● If a student misses a summative due to absence, the student has the number of days of the length of the absence to make up the summative. Teachers and students will set a date for the summative to be made up. Teachers may also ask students to make up the summative in the testing center by the specified date.
● If a student is present, but chooses not to attempt the summative, the student receives a 0 for the assessment and forfeits the opportunity to retake that assessment in the future, unless there are extenuating circumstances.
● Students may retake summative assessments in order to improve performance. The following are the procedures regarding retakes:
  ○ Students who were present on the day of the summative, but refused to take the assessment, forfeit the retake opportunity.
  ○ Retakes of summative assessments, for the purpose of improving performance, must occur within 5 instructional days of the student’s receipt of the graded summative. Students must submit a retake request form.
  ○ Retakes of summative assessments must occur by the date set by the teacher. The teacher will provide a reasonable timeframe for students to take the summative.
  ○ All students retaking a summative must submit an improved formative assessment OR attend a tutoring session with the teacher or another staff member before retaking a summative. A tutoring session may occur in A-Lab, Math Lab, Writing Lab, or other in-school support options. Students will submit evidence of the completed tutoring session.
  ○ Students must retake the summative on or by the day designated, published, and communicated by the teacher. The summative may be taken in the testing center.
  ○ Teachers will post their retake/makeup day(s) if they do not intend to use the testing center.
  ○ Failure to follow these procedures will result in a loss of the retake opportunity.

Final (Semester) Exams

Students are expected to take semester exams during the scheduled weeks. Northtown Academy does not give final exams early. Parents and students are expected to consider the school calendar and to make sure that students are present during exam periods. See pages 14 and 19 for additional guidance on Semester Exams.
Grade Point Averages

The following table describes how grade points are assigned when calculating semester and cumulative grade point averages.

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Honors</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<tr>
<td>0</td>
<td>0.00</td>
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</tr>
</tbody>
</table>

Semester Grades

Credit bearing grades for each semester are calculated as follows:

<table>
<thead>
<tr>
<th>1st Semester Grade Components</th>
<th>2nd Semester Grade Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>80%</td>
</tr>
<tr>
<td>Semester 1 exam</td>
<td>20%</td>
</tr>
<tr>
<td>1st Semester Grade</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>80%</td>
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<td>Semester 2 exam</td>
<td>20%</td>
</tr>
<tr>
<td>2nd Semester Grade</td>
<td>100%</td>
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Semester Exams

Cumulative, summative semester assessments given at the end of each semester. The cumulative semester exam reflects content, skills, and integration. Semester exams cannot be retaken.

Daily Schedule

The school day is from 8:00 to 3:30 PM, except on some Wednesdays when students are dismissed early for teacher professional development. Students will be assigned to one of four lunches.
### Normal School Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 AM</td>
<td>8:50 AM</td>
<td>50</td>
</tr>
<tr>
<td>Advisory</td>
<td>8:55 AM</td>
<td>9:05 AM</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>9:10 AM</td>
<td>10:00 AM</td>
<td>50</td>
</tr>
<tr>
<td>3/Lunch</td>
<td>10:05 AM</td>
<td>10:55 AM</td>
<td>50</td>
</tr>
<tr>
<td>4/Lunch</td>
<td>11:00 AM</td>
<td>11:50 AM</td>
<td>50</td>
</tr>
<tr>
<td>5/Lunch</td>
<td>11:55 AM</td>
<td>12:45 PM</td>
<td>50</td>
</tr>
<tr>
<td>6/Lunch</td>
<td>12:50 PM</td>
<td>1:40 PM</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>1:45 PM</td>
<td>2:35 PM</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>2:40 PM</td>
<td>3:30 PM</td>
<td>50</td>
</tr>
</tbody>
</table>

### Wednesday Early Release

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 AM</td>
<td>8:30 AM</td>
<td>30</td>
</tr>
<tr>
<td>Advisory</td>
<td>8:35 AM</td>
<td>8:55 AM</td>
<td>20</td>
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<tr>
<td>2</td>
<td>9:00 AM</td>
<td>9:30 AM</td>
<td>30</td>
</tr>
<tr>
<td>3/Lunch</td>
<td>9:35 AM</td>
<td>10:05 AM</td>
<td>30</td>
</tr>
<tr>
<td>4/Lunch</td>
<td>10:10 AM</td>
<td>10:40 AM</td>
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</tr>
<tr>
<td>5/Lunch</td>
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<tr>
<td>6/Lunch</td>
<td>11:20 AM</td>
<td>11:50 AM</td>
<td>30</td>
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<tr>
<td>7</td>
<td>11:55 AM</td>
<td>12:25 PM</td>
<td>30</td>
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<tr>
<td>8</td>
<td>12:30 PM</td>
<td>1:00 PM</td>
<td>30</td>
</tr>
</tbody>
</table>

### Additional Academic Programming Information

**Advisory:** To strengthen relationships between and among students and faculty, each student will be assigned an advisory for the duration of his/her four years at CICS Northtown Academy. Advisory provides an opportunity for staff and students to explore academic and social issues in accordance with our advisory curriculum. Students are expected to participate actively during advisory. Announcements are read each day during advisory. Students are expected to sit quietly and listen to all of the school announcements. Advisory is not a time to take care of school business (i.e. seeing teachers for help). Teachers are supervising advisory activities and all students are expected to fully participate in his/her advisory. Student performance in advisory will be communicated to parents through the regular school progress reports and report cards. Students will receive a pass/fail grade for advisory.

**Service Learning Hours:** Service learning is a teaching strategy that connects in school classroom learning to external community service projects. Service learning engages students in projects that serve the community while building social, civic and academic skills.

### Service Hours Graduation Requirements Summary

- Students must complete a minimum of 40 hours of service hours between 9th and 12th grade in order to graduate.
- Incoming freshman may receive credit for any service hours accumulated prior to the first day of school at CICS Northtown Academy on a case-by-case basis. Service completed during the summer prior to 9th grade may also be acceptable. Students must submit documentation of summer service hours earned by September 15th.

**Library:** Open daily from 7:30 AM to 4:00 PM. The library is intended to serve as a resource for all students. The library is to be used for computers, reading, and reference work only. While students are encouraged to use library materials, they are financially responsible for replacing lost or damaged materials.

**Textbooks:** Books and related materials are school property that must be kept in good condition. They are provided on a rental basis. Students must pay for lost or damaged books. Textbooks are inspected periodically by teachers and must be covered according to their directives. Students are responsible for recording their names in the appropriate place in all of their books. Upon student request, the school will engrave names on calculators.

**Attendance Policies:** Students are expected to be in class every day. Following an absence, students are expected to get make-up work from their teachers in a timely manner, outside of class time. Students who fail to request or submit make-up work may not earn full credit for missed assignments. Upon returning to school, students have one day to make up work for every day absent. For example, if a student is absent for two days, that student has two days to complete and submit make up work. Extensions may be granted by the teacher on a case-by-case basis. Regular attendance is the responsibility of the student and family.

The school strongly discourages extended absences for vacation during the school year. If a parent decides that this type of absence is necessary, written notification must be provided to the school two weeks in advance. Make-up work will be assigned, submitted and returned according to a timeline determined by the school. **All students must be present for quarter and semester exams.**

Students who are absent on any particular school day (i.e. illness, school related behavior consequence, etc.) may not attend or participate in any extracurricular activity held on that day (games, rehearsals, plays, dances, etc.). Students absent on Friday may not attend or participate in activities held during the weekend immediately following the absence.

**Excused Absences:** Student absence due to illness, injury, immediate family emergency, or observance of a religious holiday may be considered excused, provided appropriate notice/documentation is provided to the school. The student is required to bring in a doctor’s statement for any absence, due to illness, of more than three days in succession. If a student visits a doctor for illness, he/she must bring a doctor’s note on the day he/she returns to school in order for an absence to be documented as excused.

**Testing and Attendance:** Students who are absent due to a school related behavior
consequence may return to campus for mandatory state or district assessments. Attendance must be approved by a school administrator. Students may attend during testing hours only and must report to the main office upon entering the school building and leaving the school building.

**Reporting Absences:** If a student is going to be absent from school, a parent or guardian must call the school between 7:00 AM and 10:00 AM to report the absence. The attendance clerk will attempt to call the parents if the absence is not reported. If no contact is made with the student’s parent/guardian, the absence may be considered unexcused.

**Excessive Absences:** When a student misses five days in a quarter, his/her parents may be called to school for a conference.

Any student who misses more than 10 days in a semester or 20 days in a school year may not receive credit, may be required to successfully complete our summer school program, or possibly be retained.

**Chronic Absenteeism:** Students who have 21 or more days of absence during any school year will be required to pay for and attend summer school in order to receive the previous year’s course credits or to graduate. Students who fail to complete the attendance course will not have any privileges during the following school year and will not be issued a diploma or transcripts for any supplemental programs or upon graduation. Please note that doctor’s notes may not be used to reduce the number of absences at or above 21.

**Homebound Instruction:** If a student will, or it is anticipated that a student will incur more than ten school days of consecutive absence or be out of school on an ongoing intermittent basis because of medical condition, the student qualifies for home instruction. To receive these services, the student must submit a written statement from a physician licensed to practice medicine in all of its branches stating the existence of such medical condition, the impact on the child’s ability to participate in education, and the anticipated duration or nature of the child’s absence from school. To receive home services, contact the CICS Northtown Academy Case Manager. If your student is hospitalized, parents are required to contact the school and schedule a re-entry meeting after the student is discharged.

**Perfect Attendance:** Perfect attendance requires attendance every day during the school year. Ten tardies for the year disqualifies the student from perfect attendance.

**Tardiness:** School begins promptly at 8:00AM. Any student not in first period class by the 8:00AM bell is tardy to school. Students who are tardy will receive a pass at the front door of the school and must report to first period class within 5 minutes. Students are required to be in full uniform and have all of their class materials to begin the day; students who are not ready to begin the day may be sent to the office. Students arriving late to school are required to sign-in with the Deans. Students who choose not to do so are subject to disciplinary action.
During the school day, students have a 5 minute passing period to move between each class. A bell sounds at the beginning and end of each passing period. Students are expected to be in their classroom by the second bell; those who are not are considered tardy. Tardy students will receive a referral to their grade level counselor for remediation and are subject to disciplinary consequences.

Chronic tardiness is a serious academic concern. It is expected that the parents of chronically tardy students will participate in meetings with school staff to remedy the concern. Failure to remedy the concern may lead to discipline detention, loss of privileges, required parent meetings, other disciplinary action, referral to counseling support/community agencies, etc.

**Excessive tardiness**: 10 tardies to school and/or any class will be the equivalent of a single absence from school will count against a student’s overall attendance minutes and the chronic absenteeism threshold. In addition, excessive tardiness may lead to discipline detention, loss of privileges, required parent meetings, and other disciplinary action.

**Semester Exams**: Students are expected to arrive to school on-time during exam weeks. Tardy students who arrive before the middle of an exam period will be permitted to enter the classroom and will take the exam with the remaining time. Additional time for tardy students to finish an exam will not be allowed. Students who arrive after the midpoint of an exam period will be required to take the exam after school, on a day and time designated by the Dean of Students. Those students will only have half of the time allowable to make up an exam missed due to tardiness. Absent students are required to schedule make-up exams with the Deans by an established deadline. Any student who fails to schedule or misses a make-up exam will receive no credit for the exam.

**Early Dismissals**: CICS Northtown Academy is a closed campus. Once a student arrives at the school campus area, he/she may not leave the campus, unless the student has off-campus privileges of which parents are notified and which applies to seniors and some juniors only. Otherwise, no student may leave the building before dismissal without early dismissal permission and first signing out at the Main office. Students may be given permission to leave the building during the school day only by the administration. Students leaving early must be picked up by a parent/guardian or individual on the student’s emergency contact list. Exceptions may be made if the student has driven him/herself to school. Uber and other driver services are not permitted.

Leaving school early for work, job interviews, leisure or travel is strongly discouraged. Absences for these reasons may not be excused. Requests for time off from school for medical reasons, family emergencies, or the observance of religious holidays should be presented to the school at least one day before the scheduled appointment, if possible. The Dean will review this request. Whenever possible, appointments should be scheduled so as not to interfere with the school day. If the request involves a medical appointment, the student is required to submit a doctor’s statement of verification the following day in order for the early dismissal to be excused.
In the event of an unavoidable scheduling conflict, the following procedure is to be followed: the student presents a written request to the Dean for review, then takes the approved note to the office manager, who initials the request, completes an Early Dismissal slip, and places the approved written request in the main office for filing. Early dismissals without prior written notice or verifiable parent/guardian communication may not be granted. Students with early dismissal may not use public transportation upon leaving the building. In addition, parents may not call Uber or other driver services for students who have an early dismissal. Uber and other driver services are not permitted.

There will be no early dismissal after 3:00 pm on days with regular dismissal and no early dismissal after 12:30 pm on Early Release Wednesdays. Early dismissals on days with afternoon assemblies, pep rallies, or other school wide events at the end of the day cannot be honored until all students are seated and accounted for. Parents should expect delays on these days.

Students who receive an early dismissal are not allowed to return to school to participate in athletic events, clubs, or other extracurricular activities on the same day as the early dismissal.

**Academic Lab Release:** School administration will set guidelines for academic lab release. Students, primarily seniors, who have met the guidelines to receive academic lab release are required to sign in/out at the main office.

**College Visits:** Students should see the Deans at least one week in advance to arrange college visits. Students are allowed two college visits per academic year. Students must adhere to all excused absence policies.

**Truancy:** Absence from school without permission or a legitimate reason is strictly prohibited. Refer to the Code of Conduct for consequences.

*Special circumstances regarding attendance may be considered by the school administration.*

**Medical Policies**

As a general rule, students will not be sent home for upset stomachs, common colds, sore throats without a fever, or headaches (unless noted on the health form). The Nurse’s Office is not used for resting.

Reasons to keep students at home: If a student exhibits any of the following symptoms, they should be kept at home:

1. Temperature over 100 degrees
2. Has an unexplained rash
3. Diarrhea or vomiting
4. Symptoms attributed to pink eye

**Illness at School:** If a student does not feel well enough to attend school and actively participate in the educational program, the student should remain home and/or seek medical attention for the condition causing the illness. When a student becomes ill during the school day and is unable to remain in class, the student should obtain a pass from their teacher and report to the school nurse or the front office. Students may not contact parents directly; all communications must go through the nurse and Main office.

The school nurse or appointed designee will record the student’s name, the time, the nature of the illness, and the name of the teacher who distributed the pass. If the student is able, he/she is given permission to return to class and receives a pass from the nurse authorizing the return. Students should present the pass to the teacher whose class he/she was absent or tardy. In the event of serious, persistent or visible student illness, the nurse or appointed designee may require a student to remain in the nurse’s office until a parent/guardian or emergency contact can pick up the student.

If the student is unable to remain in school, the school nurse or appointed designee will contact the student’s parents or the emergency contact identified on school records to come to school or to send an identified escort to pick the student up. If a parent or identified escort is not available and the student is too ill to remain in school, he/she may be sent home by a means agreed upon by the parent and school administrator. At no time should a student contact a parent/guardian by personal cell phone to communicate illness or a desire to be picked up from school. This action violates the school cell phone policy and may result in school staff being unaware of a serious health/medical issue.

**School Medical Emergencies:** In the event of a medical emergency during the school day, CICS Northtown Academy is obliged to notify the proper medical and emergency authorities, set aside an area where the sick/injured student can be taken and notify the student’s parent/guardian or the emergency contact identified on school records. The school will abide by the recommendations of medical and emergency authorities and will assist, if requested, in the transportation of the injured student to a designated medical facility. The school nurse or appointed designee will make every effort to provide support, assistance and resources to the student until medical attention is secured.

**Administration of Medication:** Medication which must be taken during school hours must be reported to the school nurse or the appropriate school administrator and the required physician’s note for administration or prescription shall be placed in the in the health related information record. All medications (other than self administered Epi-Pens and asthma medication, with the appropriate medical notifications) shall be kept in the nurse’s office or other such designated location. Students are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications. All medications (other than self
administered Epi-Pens and asthma medication, with the appropriate medical paperwork) shall be kept in the nurse’s office or other such designated location. Medication should be taken in the presence of the school nurse or appointed designee or as prescribed by the treating physician as in the case of self-administered Epi-Pens and asthma medication.

The nurse or appointed designee will not dispense any prescription medication to any student without permission from the student’s parent/guardian and a note from the student’s physician. The original pharmacy container, labeled with the student’s name, name of medication, doctor’s name and phone number, pharmacy and phone number will be kept in the nurse’s office or designated location. Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian. Permission forms for dispensing medication must be completed yearly and kept on file with the nurse. Any changes must be reported in writing to the nurse or appointed designee.

**Allergies:** If a student has an allergy that would limit participation in school activities or the food program, please provide the school with medical documentation of such.

CICS Northtown Academy, CICS and Civitas Education Partners employees and agents are exempt from liability or professional discipline, except in the case of willful or wanton conduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist. Parents/guardians must sign and return an acknowledgment of this policy.

If a CICS Northtown Academy, CICS or Civitas Education Partners employee or agent administers an EpiPen or opioid antagonist, whether or not undesignated, Northtown Academy will provide the parents/guardians with notice after such administration.

**Immunizations and Health Exams:** All students entering 9th grade or transferring into CICS Northtown Academy for the first time must submit proof of a health examination and immunizations by campus by the first day of school. Students who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) by October 15 will be excluded from the general classroom setting until such time as the student presents proof of the health examination and required immunizations. CICS Northtown Academy must make immunization data publically available.

When a student first enters an Illinois school, proof of an eye examination performed by a licensed optometrist or physician licensed to practice medicine in all of its branches must be presented.

Vision screenings, if any, conducted by the school are not a substitute for a complete eye and vision evaluation by an eye doctor. If vision screenings are offered by the school, students are not required to partake if an optometrist or ophthalmologist has completed and signed a report.
form indicating that an examination has been administered within the previous 12 months.

**CICS Statement on Student Celebrations:** At CICS, we are committed to our students’ health and wellness. Research shows that healthy students are better able to pay attention in class and better positioned to succeed in school and in life. So starting in school year 2019/2020, ALL celebrations MUST meet the USDA Smart Snack requirements or feature non-food items, whether they’re sent from home (e.g., birthdays) or provided by school staff (e.g., class rewards, incentives). Please note that USDA Smart Snacks do not include cupcakes, ice cream, fast food, outside pizza, etc. That said, our state mandated wellness policy does permit each school to designate up to 10 exemption days per year during which USDA Smart Snack requirements are waived. This healthy approach to celebrations is quickly becoming the nationwide standard based on a commitment to wellness, state and federal requirements, and avoidance of allergies. We appreciate your compliance and any efforts to communicate this positive step forward in supporting our students. If you have any questions, please reach out to Clare Keating.

**Student Meals:** The National School Lunch, School Breakfast, and Child & Adult Care Food Programs allow your child(ren) to eat meals free of charge (one breakfast, one lunch, and, if involved in afterschool activities, one snack or dinner per day. At the start of each month, all menus will be posted in the cafeteria and online at cics.schooldish.com, as well as available in the main office. If a student does not like a particular meal, he/she may bring in his/her own lunch per the guidelines below. Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student’s health file.

**Healthy Eating Standards:** At CICS, we are committed to our students’ health and wellness. Children need healthy snacks for energy, vitamins, minerals and other nutrients to help them grow, learn and be active. Healthy students are better able to pay attention in class and better positioned to succeed in school and in life as shown by research from the CDC: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Students are not permitted to bring in foods that are unhealthy or high in sugar, nor are they permitted to bring food that requires any preparation, such as heating. Unhealthy foods that are not permitted include: candy, soda, energy drinks, donuts, cupcakes, chips, candy bars, etc.

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

**Celebrations and Rewards:** Per our school wellness policy, all foods on the school campus must meet or exceed USDA Smart Snacks nutrition standards.

In meeting this health requirement, as a school we do not allow cupcakes, cakes, ice cream, etc. for student birthdays or other celebrations.
As a rule of thumb, allowable snacks are those items that have no added sugar and are lower in fat. Grain items should list Whole Grain as the first ingredient on the package. More specifically, the following nutritional requirements must be met:

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

Below are lists of suggested healthy snack ideas and non-food alternatives for classroom celebrations and snacks. For more specific ideas and product names, visit the Alliance for a Healthier Generation website: [https://foodplanner.healthiergeneration.org/products/](https://foodplanner.healthiergeneration.org/products/)

### Healthy Snack Ideas

<table>
<thead>
<tr>
<th>Yogurt</th>
<th>Smoothies</th>
<th>Cheese Sticks</th>
<th>Pudding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh Fruit</td>
<td>Fruit Cups</td>
<td>100% Fruit Juice</td>
<td>Veggies/Low Fat Dip</td>
</tr>
<tr>
<td>Dried Fruit/Raisins</td>
<td>Low Sugar Granola</td>
<td>Low Fat Popcorn</td>
<td>Oatmeal Bar</td>
</tr>
<tr>
<td>Whole Grain Snacks</td>
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</tbody>
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### Non-Food Alternatives

<table>
<thead>
<tr>
<th>Dress Down Day</th>
<th>Pencils</th>
<th>Pens</th>
<th>Bookmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing Cards</td>
<td>Card Games</td>
<td>Party Hats</td>
<td>Sunglasses</td>
</tr>
</tbody>
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### CHICAGO INTERNATIONAL CHARTER SCHOOL

#### DISCIPLINE CODE

The Chicago International Charter School (“CICS”) expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes CICS’ philosophy of providing a college preparatory education for all students.

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

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

- Age, health, maturity, and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents or guardian
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases, CICS, with parent/guardian consent, may deem screening and referrals for drug/alcohol counseling as a necessary component of the disciplinary action. Loss of privileges and community service may also be considered. Community service, with parent/guardian consent, may include, but is not limited to, the following:

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

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

CATEGORY I

These acts of misconduct include the following:

- Eating, drinking or chewing gum outside of the cafeteria (C1-EG)
- Persistent tardiness to school or class (C1-ET)
- Persistent skipping assigned Silent Study Hall and/or detention (C1-HA)
- Running and/or making excessive noise in the hall or school building or premises (C1-HB)
- Failing to abide by stated school rules or regulations (C1-S)
- Violating the dress code as outlined in CICS campus handbook (C1-UV)
Students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: incentives for positive behavior, restorative conversations, teacher-student-parent conference, loss of privilege, temporary removal from classroom, problem-solving exercises, logical consequence, self-management plan, academic tutoring, behavior contract/behavior report card, meaningful work, as the result of a first offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a one-day, in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

CATEGORY II

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

- Repeated Category I violations (C2-R1)
- Altering records and Forgery (C2-AF)
- Use of intimidation, credible threats of violence, coercion, or bullying (See Appendix A for CICS Anti-Bullying and Cyber Bullying Policy) (C2-B)
- Repeated refusal to participate in classroom activities or complete academic assignments. (C2-CA)
- Cheating, plagiarism, or copying others’ work, or allowing others to copy work (C2-CP)
- Violating the civil rights of others (C2-CR)
- Defamation (C2-D)
- Violation of Discipline Agreement (C2-DA)
- Persistent tardiness and/or absence to school or class (C2-ETA)
- Play fighting, threatening and/or intimidating students (C2-FIN)
- Harassment or discrimination of others (C2-HD)
- Acts that obstruct or interrupt the instructional process in the classroom (C2-IDa)
- Participation in acts designed to disrupt classroom or school activities (C2-IDb)
- Repeated use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment (C2-IS)
- Leaving the classroom and/or campus without permission (C2-LA)
- Fighting or unwanted physical contact or threatening of any student or staff member (C2-PA)
- Sexual harassment - Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender (C2-SH)
- Cutting school, class, detention, homework center, Saturday school, summer school, or mandatory school events (C2-SK)
- Disregard for the stated school rules, instructions or directions of school personnel resulting in disruption to the educational process (C2-SPa)
- Failing to comply with school imposed consequences (C2-SPb)
- Repeated failure to follow stated school rules and procedures (C2-SPc)
- Gang references-hand signs, drawings, clothing, language or other common gang references (C2-GA)
- Theft, loss or destruction of personal or school property that costs less than $300.00 (C2-T)
- Using, possessing (having physical control over, such as contained in clothing, lockers or bags), selling or transferring of tobacco products, inclusive of vaporizers and e-cigarettes that contain nicotine products or components of vaporizer and e-cigarette devices that do not contain products (C2-TO)
- Use or possession, of alcohol, drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband (including all vaporizer devices that contain substances), drug paraphernalia or look-alike contraband, or use of any substance for the purpose of intoxication in, before, or after school or at a school-related function. (C2-AD)
- Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C2-AD2)
- Truancy (Absence without permission, just cause and disregarding school’s supportive services and resources provided) (C2-TR)
- Violation of CICS Acceptable Use of Technology guidelines, including campus Wi-Fi (C2-TV)
- Providing unauthorized visitors access to the building before, during or after school (C2-UA)
- Unauthorized use of cell phones, pagers or other electronic devices (C2-UP)

As a result of a first offense, students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: one after school and/or one Saturday in-school detention, work plan, skills building, In-school suspension, peer conference/peer mediation, referral to behavioral health team, daily and/or weekly check in/check out, targeted social skills instruction, anger management group, mentoring, referral to counseling/social work services, and teacher-student-parent conference. Repeated violations, and/or depending on the circumstances, students may be subject to the maximum penalty of out-of-school suspension for 3 days or less and teacher-parent conference. Students may be subject to out-of-school suspension for 3 days or less when/if student’s continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) disruption to with the operation of the school. The degree of the suspension, whether in-school or external, as well as length of suspension, shall be determined by CICS’ Board of Directors or Board Designee. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).
CATEGORY III

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

- Repeated Category I & II violations resulting in serious disruption of the educational process (C3-R2)
- Any act that endangers the safety of the other students, teachers or any school employee (C3-END)
- Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member) (C3-A)
- Arson (C3-ARS)
- Creating a false fire alarm or making a threat to create a false fire alarm (C3-FA)
- Gambling (C3-G)
- Participating in gang activity or overt displays of gang affiliation-writings, drawings, representation, intimidation and recruitment. (C3-GA)
- Sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs for the purpose of intoxication (C3-AD2)
- Hazing (C3-H)
- Sex Violations - Engaging in sexual activity or inappropriate touching (C3-FS)
- Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal or electronic) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment. Teen sexting: Minors* caught sending nude or indecent photos of oneself or other minors via cell phones or computers. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender (C3-HA)
- Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexual suggestive images through information technology devices, or other sexual activities which involve and do not involve the use of force. (C3-SC)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence. (C3-VCB)
- Mob Action - Any student that participates, instigates, and/or follows a mob, to school and/or from school; participates in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or police (C3-MA)
- Destruction of property (C3-PD)
● Theft, loss or destruction of personal or school property that costs more than $300.00 (C3-T1)
● Trespassing-entering CICS property when previously prohibited or remaining on campus grounds after receiving a request to depart (C3-TRS)
● A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year, or for a time period as modified by the CICS Board/Board Designee on a case-by-case basis:
  ● Possession and/ or use of weapons - Any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon (C3-W)
  ● Possession of the following items: Firearm, look-alike firearm, knife, brass knuckles or other knuckle weapon, billy club may subject student to an expulsion for at least 1 year, adjusted by a case by case basis
  ● A firearm; for the purpose of this Section, firearm means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the US Code or Section 24-1 of the Criminal Code of 2012.

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

Students who commit any of these acts may be subject to a one or more of the following behavioral response options, including, but not limited to: maximum of 10 days, out-of-school suspension, per violation, clinical services referral, referral to CPS Crisis Management, referral to DCFS (Department of Children and Family Services, referral to SASS (Screening Assessment & Support Services) Hotline, substance abuse treatment/prevention, peer conference/peer mediation, skills building In-school suspension, a student- teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.

Students may be subject to out-of-school suspensions of longer than 3 days after appropriate and available disciplinary interventions have been exhausted and student’s continuing presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
Students suspended out-of-school for longer than 4 days shall be provided with appropriate and available support services during the period of their suspension. As a supplement and/or alternative to suspension or expulsion, school staff may refer students to the Chicago Public Schools’ (CPS) Saturday Morning Alternative Reach out and Teach (SMART) Program, and/or require students to complete between 6 and 30 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

Definitions

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

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

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

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

A. Suspension: not exceeding ten school days:
Students suspended for ten school days or less shall be afforded due process in the following manner:

● Principal, assistant principal, or dean of students of the school meet with the student to discuss, investigate, and assess the situation.

● If a student is found to have violated the Code of Conduct in a manner that warrants suspension, the student’s infraction will be logged in PowerSchool or appropriate Student Information System. Principal, assistant principal, or dean of students of the school determines the duration of the suspension and whether the suspension is served in-school or out-of-school.

● Principal, assistant principal, or dean of students of the school shall immediately notify the student’s parent or guardian of the situation and the disciplinary action with full statement of specific misconduct, rationale for duration of suspension, and notice to
parents of their right to review. Principal, assistant principal, or dean of students of the school shall be available for a follow-up conference with the family, if requested.

- A behavioral contract containing specific behavior expectations may be drawn up and signed by the student, parent/guardian and Principal, assistant principal, or dean of students of the school during a re-engagement meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students of the school will consider ways to prevent future school suspensions, forms of restorative action and supportive intervention to aid in the student’s academic success.

- Principal, assistant principal, or dean of students of the school must facilitate a re-engagement meeting of students who are returning from out-of-school suspension, expulsion or from an alternative school setting.

- Students can make up work following their suspensions. Upon returning to school, it is the student’s responsibility to make up work in a reasonable time proportional to their suspension.

- School Board or its designee will be provided all information and summaries for suspensions and expulsions.

- For out-of-school suspensions for longer than 4 school days, the school will note in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.

- Within the suspension decision and expulsion decision, school will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.

- The student shall be given oral or written notice of the charges against him/her; an explanation of the basis for the accusation; and a chance to present his/her version of the incident, in writing, to the campus principal.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full statement of the reasons for such suspension and a notice of their right to review. The School Board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon request of the parents or guardian the School Board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review the parents or guardian of the pupil may appear and discuss the suspension with the board or its hearing officer. If a hearing officer is appointed by the board he shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.
If unsatisfied with the response of the campus director, the student and guardian may present his/her version of events to the appropriate administrative officer of the school management organization that manages the campus on behalf of the Chicago International Charter School.

A pupil who is suspended in excess of 20 school days may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.

It is prohibited that any school encourage any student to dropout.

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

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

The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event, shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student’s parents or guardians, the student’s attorney, at least one school official, and the Board’s attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student’s guardian must be obtained prior to the meeting. The following procedures will be included in an expulsion hearing: school presents more than hearsay evidence to prove allegations, parents and students allowed to present evidence and cross-examine witnesses, and separation exists between staff member conducting the expulsion, hearing officer and decision-maker.

The Board/Board Designee, or a hearing officer appointed by it, at such meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective.

If a hearing officer is appointed by the Board he shall report to the board a written summary of the evidence heard at the meeting and the Board may take such action hereon as it finds appropriate.

If the Board/Board Designee acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school.

The expulsion decision shall also include a rationale as to the specific duration of the expulsion.
An expelled pupil may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.

If a general education student is expelled from Chicago International Charter School, the student may not return to any Chicago International Charter School campus for a definite period not to exceed 2 calendar years. The CICS Board/Board Designee may expel a student with disabilities for a definite period not to exceed 2 calendar years, as determined on a case by case basis. If a parent and/or student wish to appeal the expulsion from Chicago International Charter School, there are two options. First, the parent and/or student may appeal in writing by sending a letter to the CICS Board of Directors before the next regularly scheduled board meeting stating why the parent and/or student feel the expulsion decision should be overturned. The appeal letter must be received by date given in the expulsion notice and should be addressed and sent to the Chicago International Charter School office at 11 E. Adams, Suite 600, Chicago, Illinois 60603. Second, the parent and/or student may request a meeting with the CICS Board Executive Committee to appeal. If you plan to appeal in person, please call 312-651-5000 or email contact@chicagointl.org to schedule an appeal. The Board will then discuss the student and expulsion decision during executive session and will notify the parent/student in writing of its decision.

ACCEPTABLE USE OF TECHNOLOGY

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

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

I. GENERAL PROVISIONS

Authorized Users: CICS provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. CICS uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. CICS may make Internet access to e-mail available to students on the CICS networks as an educational resource. It is a general policy of CICS to promote the use of computers in a manner that is responsible, legal and appropriate. Student use of CICS network is a privilege. A student’s failure to adhere to the Policy will result in the revocation of the student’s access.
privileges. Should a student’s access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network.

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

II. USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL

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

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

Cyber-Bullying

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

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

Reporting Procedure and Investigation:

Any student, school employee or any school-related personnel who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another student, school employee or any school-related personnel is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

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

Social Media/Chat Room Guidelines for Students

• Be transparent. Your honesty, or dishonesty, will be quickly noticed in the social media environment. Identify yourself by using your real name.
● Be judicious. Make sure that you are not sharing confidential information concerning its staff, students or parents.

● Write what you know. Ensure that you write and post about your area of expertise. If you are unfamiliar with a subject matter, do the research before commenting.

● Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. Just by identifying yourself as a CICS student, you are creating perceptions about your expertise and about the CICS network. Be sure that all content associated with you is consistent with your work and with CICS’ professional standards.

● Your responsibility: What you write is ultimately your responsibility. Participation in social media on behalf of CICS is not a right but an opportunity, so please treat it seriously and with respect. Be careful and considerate when dealing with others.

● Take responsibility. If you make a mistake, admit it. Be upfront and make your correction quickly.

● Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don't. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

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

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

● May keep a free account on the CICS network as long as he or she is a student in CICS

● May use the Internet to research assigned classroom projects

● May use the Internet to send e-mail to other users of the CICS network and to people around the globe

● May use the Internet to explore other computer systems

● Does not give his or her password to another person

● Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email

● Understands the Policy before logging on

● Understands that if the Policy is violated, the student’s account on the CICS network will be revoked

● Understands that if he or she is removed from CICS’ network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the Director of the school; the CICS Director’s decision shall be final

● Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network
IV. PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK
Prior to the activation of a student’s account on the CICS network, the parent or guardian of the student must provide written authorization (located on the first page of the community handbook).

V. STUDENT ACKNOWLEDGEMENT AND INTERNET TEST
All students to whom an account on the CICS network has been assigned shall sign a form acknowledging the requirements of the Policy on student acceptable use and verifying his or her successful completion of the CICS Network Student Internet Orientation.

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

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

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

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

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities more than 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension more than 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is necessary. Without such
consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10-school day limit on out-of-school suspensions will continue to apply. When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

2. The IEP team must:
   A. Determine whether the misconduct is related to the student’s disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student’s IEP. The behavior is a manifestation of the student’s disability if:
      1) The conduct in question was caused by the student’s disability or has a direct and substantial relationship to the student’s disability; and/or
      2) The conduct in question was the direct result of the school’s failure to implement the student’s IEP.
   B. Review, and revise if necessary, the student’s existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan (BIP) must address the misconduct for which the student is being disciplined.

If the student’s behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student’s special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. If the student’s behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

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

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

Purpose

A safe and civil school environment is necessary for students to learn and achieve. CICS promotes a safe and secure learning environment for all students and takes allegations and reports of bullying very seriously. If you suspect your child is being bullied, please contact an administrator or your child’s teacher. The sooner the school knows, the sooner the school can intervene and work to improve the situation.
Bullying can cause physical, psychological, and emotional harm to students and can interfere with their ability to learn and participate in school activities. The Chicago International Charter School (CICS) governance board, in conjunction with all CICS campus staff, endeavor to provide a non-threatening and non-violent environment for all students.

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

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

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

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

Bullying is contrary to the policies of CICS and Illinois law and this policy is consistent with the Illinois School Code. This policy protects CICS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The CICS Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article 1 of the Illinois Constitution.

Bullying is prohibited:

1) during any school-sponsored or school-sanctioned program or activity;
2) in school, on school property, on school buses or other Board-provided transportation, and to and from school while in school uniforms.
3) through the transmission of information from a CICS computer or computer network, or other electronic school equipment;
4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other CICS provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation; when it is a CICS Student Code of Conduct (SCC) Category II behavior that occurs off campus but seriously disrupts any student's education.

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

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

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

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

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

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

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

Responsibilities of Students, Parents and Guardians

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

Investigation

1. The Director shall select a campus representative knowledgeable about bullying prevention and intervention to perform the investigation.

2. Investigation of a bullying incident to the maximum extent possible shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Director grants an additional 5-day extension due to extenuating circumstances. The Director/Designee shall document the extension in the investigation report (attachment A) and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation reports as soon as possible.

3. The investigation shall include:
   • Identifying the alleged perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
   • Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
   • Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
   • 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.
   • When appropriate, preparing a Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.
4. Document the details of the investigation. (Attachment C).
5. All relevant information shall be transmitted into PowerSchool for tracking purposes in accordance with the guidelines in Attachment B, including information identifying the areas of the Campus where bullying occurred, the type of bullying utilized and any bystander intervention or participation.

Notification

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

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

Assigning interventions and/or Consequences

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

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. CICS campuses should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.
When an investigation determines that bullying occurred, the Director/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Director/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

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

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

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

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

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. Upon completion of the investigation, the Principal/Designee shall consider asking a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Policy Evaluation

Every 2 years, CICS will conduct policy evaluation to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.
**Dress Code**

The CICS Northtown Academy dress code creates a sense of team and unity within the CICS Northtown Academy community. CICS Northtown Academy students take pride in their appearance. Our dress code teaches scholars how to appropriately and respectfully represent themselves as young leaders in the world in which we live. Except on designated days, students are required to wear their regular school uniform. Uniforms are to be clean, appropriately sized, and presentable. Students should not deface the uniform in any way.

Required Uniform: The CICS Northtown Academy uniform is described below. Clothes must be in good condition and may not have loose, ripped, or torn hems or sleeves. Students must change into their uniforms immediately upon arrival and remain in uniform throughout the school day. Students who consistently refuse to follow uniform rules may face disciplinary consequences.

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirements</th>
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<tbody>
<tr>
<td><strong>Pants:</strong></td>
<td>Khaki or navy pants with an appropriate, business casual fit, of full length. Cargo pants, leggings, joggers, or jeans are not acceptable. Pants may not have holes. Pants may not have elastic waistbands, elastic cuffs, or drawstrings. Skirts and shorts are not permitted at CICS Northtown Academy.</td>
</tr>
<tr>
<td><strong>Shirt/Polo:</strong></td>
<td>School-issued shirt or polo must be worn, with the designated CICS logo. Official school polos will be offered in grey or navy blue and must be purchased through the school. Alternatively, students may also wear a clean, pressed, white collared button-up shirt (ties are encouraged).</td>
</tr>
<tr>
<td><strong>Undergarments:</strong></td>
<td>If worn, undershirts and undergarments must be plain, of a solid color, without ornamentation, design, or writing that can be seen through the school-issued shirt or polo. Long sleeved undershirts worn under must be of standard t-shirt weight and fabric. <strong>Forms of outerwear, including hoodies of any kind, may not be worn under the school issued polo.</strong> Undershirts must be solid white, navy, gray, or black.</td>
</tr>
<tr>
<td><strong>Shoes:</strong></td>
<td>Students may wear closed-toe shoes of their choice, provided that the following requirements are met:</td>
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</table>
Shoes must have backs. Heels or platforms must be a reasonable size, generally under 2 inches. **Boots, sandals, slides, and Crocs of any kind are not permitted.** Sneakers are allowed. **The administration reserves the right to determine if particular shoes are unacceptable.**

<table>
<thead>
<tr>
<th>Socks:</th>
<th>Socks must be worn.</th>
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<tbody>
<tr>
<td>Sweaters/Jackets:</td>
<td>School issued sweaters or sweatshirts, with the designated CICS logo may be worn. Sweaters may not be draped around the neck, tied around the waist, or used as a fashion/uniform accessory. The school polo must be worn under the sweatshirt or sweater. A white, button down, collared shirt may be worn under the sweater. Hoodies are not permitted, except on spirit days, during which only school issued hoodies are permitted. The hood may not be worn inside the building. Jackets and windbreakers may not be worn in class or in the hallway during the school day, or under a school sweatshirt or polo. Non-uniform sweaters, hoodies, or jackets may be confiscated at the discretion of the administration.</td>
</tr>
<tr>
<td>Ties:</td>
<td>Ties are encouraged to be worn with white collared button-up shirts. Ties may not distract or negatively impact the learning environment. Ties are not to be worn with polo shirts.</td>
</tr>
<tr>
<td>Dress Down Days:</td>
<td>Students are required to follow campus specific dress down rules. For all dress down days (e.g., special spirit days, birthdays, etc.), students given permission to “dress down” must wear modest, appropriate clothing suitable for the classroom environment. On no occasion is the following attire permitted: head coverings (unless for religious purposes), flip-flops, sandals, boots, crocs, or excessive jewelry.</td>
</tr>
<tr>
<td>Birthdays:</td>
<td>Students may dress down on their birthdays. Students whose birthdays fall during the summer vacation may dress down on their half-birthdays (six months from their birthdays).</td>
</tr>
<tr>
<td>Hairstyles:</td>
<td>Designs/lines in hair or eyebrows that are determined offensive, gang-related, or not at all inappropriate for school are not permitted.</td>
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</tbody>
</table>
Piercings/Tattoos: Earrings, body piercings, and school appropriate tattoos are permitted for high school students. Earrings and tattoos may not contain or display any words or images that are not appropriate for school or are determined to be offensive by the Dean of Students or any school administrator. Only one facial piercing or visible body piercing is permitted. Students with more than one facial or visible body piercing (not including earrings) must remove them during the school day.

Accessories: Jewelry or accessories with fake guns, bullets, daggers, spikes, weapons or offensive images is strictly prohibited. Oversized and excessive amounts of jewelry, body glitter, and wallet chains are not allowed. Any student wearing these items may be considered in violation of the Code of Conduct and disciplined accordingly. Any jewelry or accessory determined to be inappropriate by the Dean of Students or any school administrator will not be permitted.

Headwear: Hats, head coverings, and oversized head decoration are not permitted. Exceptions for religious or medical reasons are approved on a case-by-case basis.

Student Identification: High school students must be able to readily produce a school issued ID and do so upon request.

Northtown Academy Spirit Wear Guidelines

Spirit Wear Fridays
On Fridays, students will be allowed to wear their approved spirit wear in place of the school polo. Spirit wear must be worn so it is visible. All other aspects of uniform must maintain compliance. Spirit wear includes school-approved club, athletic team, advisory, and general cics northtown academy spirit wear. School issued hoodies may be worn on spirit days.

Athletic Game Days
During game days, athletes may wear their game jerseys during the school day, but must comply with all other aspects of the uniform at all times. A white t-shirt must accompany basketball jerseys. Forms of outerwear, including hoodies of any kind, may not be worn under athletic uniforms.

Honor Roll
Students currently on the honor roll will be allowed to wear their approved honor roll shirt each Friday in place of the school polo. Jeans may be worn on these days. Forms of outerwear, including hoodies of any kind, may not be worn under the honor roll shirt.
Senior Shirts
Seniors may wear their class shirts on Fridays in place of the school polo. The administration will determine senior shirt days. Jeans may be worn on these days.

On approved days, honor roll/senior shirts must be worn so that they are visible. Students may also wear jeans and gym shoes if they wish. Forms of outerwear, including hoodies of any kind, may not be worn under senior shirts.

Dress Up Days
Dress up days are determined at the discretion of the deans and administration. Jeans, sneakers, and athletic wear are not permitted on dress up days.

Club, Sport, and Spirit Apparel Requirements

- Shirts and jackets must be solid school colors: navy blue or gold. White or gray are acceptable.
- All attire must have the CICS branding logo on it. Coaches and moderators can request the CICS branding logo from the Associate Director of Operations
- Shirts and jackets must contain a reference to “CICS Northtown”, “CICS Northtown Academy”, “NTA”, “Northtown Academy” or “Northtown Pumas”
- All “puma” logos must use the official school puma logo. No variations or other “puma” logos are to be used for any official club, athletic, advisory, or other spirit apparel
- Shirts and jackets may be club or sport specific as long as the previous requirements are met

Additional Student Policies

Lockers: Lockers are provided to students to store coats, lunches and school books and materials. A locker is school property. Students have no reasonable expectation of privacy in their lockers or in their personal effects left there. The school reserves the right to search lockers at any time. If a locker is broken or malfunctioning, it is solely the responsibility of the student to report it to the Dean of Students. Students may only occupy the one locker to which they have been assigned. Students may not share lockers or locker combinations. Students should keep school related materials in school lockers. Inappropriate locker decorations will be removed immediately. Locker decorations will be removed periodically throughout the course of the year.

Mobile Phones/Electronic Devices: All mobile phones and electronic devices MUST BE TURNED OFF and not be visible during the school day. Students who make their phones visible during the school day may have their phones confiscated. Smart watches and other handheld devices must have all functions other than time disabled during the school day; otherwise, those devices may also be confiscated. Any device that is confiscated will be returned in accordance with the procedures outlined below. Parents are encouraged to use parental control software to
limit (or eliminate) access to unnecessary social media applications during the school day. If an emergency arises during the day, students should see the deans or administration to use a school phone to make phone calls.

Any device that is confiscated will only be returned once the guidelines below are followed:

<table>
<thead>
<tr>
<th>Offense Level</th>
<th>Punishment Details</th>
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<tbody>
<tr>
<td>1st Offense*</td>
<td>30 minute detention after school. Device will be returned to the student after the detention has been served.</td>
</tr>
<tr>
<td>2nd Offense*</td>
<td>30 minute detention after school and parent/guardian signature. Device will be returned to the parent/guardian once the detention has been served and the parent/guardian signs for the phone.</td>
</tr>
<tr>
<td>3rd Offense*</td>
<td>90 minutes of detention after school. Device will be returned to the student after the detention has been served.</td>
</tr>
<tr>
<td>4th and higher Offenses</td>
<td>3 hours of detention assigned. Device will be returned to the parent/guardian once the student and parent sign a cell phone contract.</td>
</tr>
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</table>

*Students who do not complete their device time on the day of the offense must do so the following day they are in attendance.

**Driving:** Students who drive to school must follow safe driving rules. Students may lose parking privileges if observed driving in or around campus in an unsafe manner. Students are expected to respect the neighbors in the surrounding community. **Underage drivers/drivers without a valid license may be reported to the Chicago Police Department.**

**Food Deliveries:** Students are not permitted to have food delivered to school. The school will reject food deliveries initiated by students. The school is not responsible for the student’s financial loss.

**Loitering:** Students will not be allowed to remain in the building for more than 30 minutes following dismissal, unless they are engaged in an academic or extracurricular activity that is directly supervised by an adult. Students who refuse or ignore this rule may face disciplinary consequences and/or determined to be trespassing. Once students leave the building, they may not return unless attending a school-sponsored event/meeting, supervised by an adult.
**Excessive Noise/Speakers and Headphones:** No students shall be permitted to play music on a Bluetooth or other speaker out loud before, during, or after the school day, or in any other place or situation deemed inappropriate by school staff or teacher. Speakers/devices may be confiscated if students choose to disregard this rule. Students are not permitted to wear headphones, earbuds, or any other stereo/music equipment during the school day. Headphones and earbuds should not be hanging out of a student’s shirt collar, pocket, or belt loops. Headphones/earbuds may be confiscated if students choose to disregard this rule.

**Police Involvement:** To ensure the safety of students at CICS Northtown Academy, the school administration continues to have a working relationship with the Chicago Police Department. The school administration may contact the police department when misconduct endangers the safety of students and school personnel or when misconduct involves weapons or illegal substances. Chicago Police may request to meet with a student during school hours to discuss a school or non-school issue. In this case, minors will have a school administrator or designated adult present during the interview. The school will contact the parents as soon as possible.

**Silent Study Hall:** Students who continuously disregard school rules and policies may be placed in silent study hall, which limits free time and time to socialize with other students during the school day. The length of a study hall assignment is determined by the Dean of Students and is based on the extent of the undesired behavior.

**Field Trips:** Field trips are extensions of classroom experiences, and consequently, all school regulations are in effect throughout the trip. Students must have a signed permission slip and must have paid required costs in order to participate. If it is decided that uniforms need not be worn for a particular field trip, the dress worn by the students must be appropriate and reflect the requirements in effect for school dress-up days. Any teacher may, for sufficient reason, remove a student from participating in a particular field trip. Appropriate alternative assignments will be given to all students who miss a field trip.

**Loss of Privileges:** Students who are habitually late, students who continue to violate school rules, or students who have not met specific requirements may be without privileges until the issue is rectified. Lost privileges include early dismissals, extra curricular activities (both as a participant and spectator), dress down days and any school activities not directly related to the school curriculum.

**Discipline Meeting:** Students who continue to ignore school rules or whose actions interrupt the academic process may be required to attend a disciplinary meeting. This meeting will be attended by the student, parents, and school officials. At times members of CICS or Civitas may also attend. The purpose of the meeting is to help the struggling student get back on track and to help the student understand the consequences if these behaviors do not change. A discipline agreement may be written at this time with a specific plan to help students change their behaviors and become productive members of this community.
Model Release: By signing this handbook form, parents/guardians are granting to CICS Northtown Academy and their legal representatives and assigns, the irrevocable and unrestricted right to use and publish photographs of your student, or in which the student may be included, for editorial, trade, advertising and other purposes and in any manner and medium including electronic usages (web sites, photo CDs, email, television, online stock, etc.); to alter the same without restriction, and to copyright the same. The parent/guardian signature on this Handbook Review Compliance Form hereby releases CICS Northtown Academy and their legal representatives and assigns from all claims and liability to said photographs. If you wish to opt out of this release, you must indicate your desire to opt out on the acknowledgement page found at the beginning of this handbook.

Student Rights: The right of students to freedom of expression shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the administration.

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for any expression made or published by students.

Conflict Resolution

The School Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a student may make a request and/or have an issue or grievance including grievances concerning sex equity and sexual harassment, race, color, nationality, ethnic origin, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, and actual or perceived marital or parental status (including pregnancy) that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures and/or the law. If this occurs, both parties are encouraged to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified. The Assistant Principal may also be contracted in such instances.

Step One: The student presents his/her grievance or issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within a reasonable amount of time. If the student does not feel comfortable addressing the staff member with whom he/she has the conflict, the student may ask that a trusted staff member be present or the student may skip to Step 2.
Step Two: If there is dissatisfaction with the decision or if is not within the scope of the person’s responsibilities to respond, or the student is not comfortable addressing the staff member with whom he/she has the conflict, the student should approach the Assistant Principal. Following a review of the concern, the Assistant Principal will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.

Step Three: If there is dissatisfaction with the response given by the Assistant Principal seems unreasonable to the student, the student should then submit a written request for a meeting with the School Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting with the School Principal, a decision will be communicated in writing to all involved parties.

**TITLE IX POLICY**

**PURPOSE:**

Each student and employee shall enjoy the right to work and learn in an environment that is free of sexual harassment and discrimination. NTA promotes a safe and secure learning environment for all students and takes allegations and reports of sexual harassment and discrimination very seriously. Title IX of the Education Amendments of 1972 is a federal law that provides:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.*

Title IX prohibits sex discrimination in all school programs and activities, including but not limited to, admissions, academic programs, student services, counseling and guidance, discipline, class assignment, grading, recreation, athletics, and employment.

Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX. Title IX also prohibits retaliation against people for making or participating in complaints of sex discrimination. Sexual harassment and retaliation are strictly prohibited at CICS Northtown Academy. If you suspect your student is being sexually harassed, please complete the NTA Sexual Harassment Form found on the school’s website to make a report. The sooner the school knows, the sooner the school can intervene and work to improve the situation.

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

Sexual Harassment is prohibited:

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property, on school buses or other school-provided transportation, and to and from school while in school uniforms.
3. through the transmission of information from an NTA computer or computer network, or other electronic school equipment;
4. when communicated through any electronic technology or personal electronic device while on school property, on school buses or other NTA provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5. when it is conveyed that a threat in violation of Title IX will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on school-provided transportation;
6. when it is a CICS Student Code of Conduct (SCC) Category II behavior that occurs off campus but seriously disrupts any student’s education.

DEFINITIONS:

“Sexual Harassment” is the unwelcome sexual advance or request for sexual favors or conduct of a sexual nature, including offensive remarks about an individual’s sex. The following behaviors can be directed against a single person or group or people of the opposite or same sex. This may include, but is not limited to:

- sexually suggestive or offensive remarks
- sexually suggestive pictures
- sexually suggestive gesturing
- verbal harassment or abuse of a sexual nature
- harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium or social media
- subtle or direct propositions for sexual favors
- unwelcome touching, patting or pinching of any kind
- hostile environment for students or staff

The Department of Education’s Office for Civil Rights (OCR) stresses that there does not need to be intent to harm nor does the activity need to be directed at a specific person to be considered harassment. OCR states that “the more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.” Male and female students may be subject to sexual harassment. In addition, harassment based on gender stereotypes is sexual harassment.

“Sexual Violence” OCR defines sexual violence as “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual may also be unable to consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to, rape, sexual assault, sexual battery, and sexual coercion. All such acts are forms of sexual harassment covered under Title IX.”

“Retaliation” is the attempt to return an attack or any behavior that discourages students or staff from making complaints. In this policy, any attempt to retaliate against any person for having made a complaint of report of discrimination or sexual harassment, whether made internally, or
externally with a federal, state, or local agency is prohibited.

REPORTING PROCEDURES:

Any student, school employee or any school-related personnel who believes he/she has or is being subjected to sexual harassment, discrimination, and/or retaliation, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another student, school employee or any school-related personnel is being subjected to or has been subjected to sexual harassment, discrimination, and/or retaliation shall immediately make a report to the Title IX Coordinator.

There is no time limitation on reporting an incident of sexual misconduct or retaliation. Students, staff, or parents can make complaints of discrimination of sexual harassment, or retaliation to the school Title IX Coordinator, as designated by the Director, using the “NTA Sexual Harassment Form,” which can be found on the school website. Once referred, the claim will be investigated within five instructional days of receipt. When an investigation occurs, suspects may be called to participate in disciplinary hearing.

INVESTIGATION:

The Title IX Coordinator or designee shall investigate all reports of Title IX. If the investigation results indicate sexual harassment or discrimination was not committed, the Title IX coordinator or designee will inform the affected parties of the investigation results.

If the claim is substantiated, appropriate disciplinary action against the offending students will occur. Investigations involving sexual harassment claims may also involve the Chicago Police Department upon request of parent/guardian or complainant.

1. The Title IX Coordinator shall select a campus representative knowledgeable about sexual harassment, prevention, and intervention to perform the investigation.
2. Investigation of a harassment incident to the maximum extent possible shall be initiated within five school days of receipt of a report and completed within twenty school days, unless the Director grants an additional 5-day extension due to extenuating circumstances. The Title IX Coordinator or designee shall document the extension in the investigation report and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation report as soon as possible.
3. The investigation shall include:
   a. Identifying the alleged respondents(s), complainant(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
   b. Conducting an individual interview in a private setting with the alleged respondent and complainant. The respondent and complainant should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
   c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the complainant’s education was affected.
   d. Assessing the individual and school-wide effects of the incident relating to safety and assigning school staff to create and implement a safety plan that will restore
a sense of safety for the complainant and other students who have been impacted.

e. When appropriate, preparing a Sexual Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.

4. Document the details of the investigation.

5. When the Title IX report is filed, a PowerSchool log will be entered for student and parent contact. An incident report in PowerSchool will be created. For the reporting student and/or student(s) named in the Title IX report, the log will read: "Incident Report filed. Parents contacted."

NOTIFICATION:

On the same day the investigation is initiated, consistent with federal and state laws and rules governing student privacy rights, the Title IX Coordinator or designee shall report to the parent/legal guardian of all known involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of sexual harassment and/or discrimination, and shall document these notifications in the Incident Report in PowerSchool.

Upon notifying the parent/legal guardian of the occurrence of any alleged incident of harassment, the Title IX Coordinator or designee shall also discuss with the parent/legal guardian, as appropriate, the availability of social work services, counseling, school psychological services, other interventions and restorative measures.

When the investigation is complete, the Title IX Coordinator or designee shall notify the parents/legal guardians of all students involved in the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Title IX Coordinator or designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of harassment, and any resources available in or outside the school to help the students address the underlying reasons for the harassment.

Upon completion of investigation the Title IX Coordinator or designee, per CPS recommendations, notify DCFS and the Office of Student Protections & Title IX of the violation of Title IX, process of investigation, and necessary interventions.

If the investigation results in the imposition of consequences, the Title IX Coordinator or designee may advise the parent/legal guardian of students other than the respondent that the CICS Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

If the complainant or respondent is a student with a disability, the school shall consider convening the IEP Team to determine whether additional or different special education or related services are needed to address the student’s individual needs and revise the IEP accordingly.
ASSIGNING INTERVENTIONS AND OR CONSEQUENCES:

NTA must respond to Title IX violations 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. Interventions can include but are not limited to:

- Safety plans for each involved party
  - Limited contact with those involved
  - Change in daily schedule/ transitions
  - Check-in/check-out
- Mandated minutes with a counselor/ social worker
- Referrals to outside clinicians
- Parent/ Guardian Meetings with identified involved students
- Restorative Practices with NTA Community

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

- The respondent is no longer in violation of Title IX and is interacting civilly with the complainant.
- The complainant reports feeling safe and is interacting civilly with the respondent.
- School staff notices an increase in positive behavior and social-emotional competency in the respondent and/or the complainant.
- School staff notices a more positive climate in the areas where incidents were high.

CONFIDENTIALITY:

When a report of sexual misconduct is investigated, confidentiality is crucial. Each participant agrees that s/he will not disclose the terms or nature of the student’s adjudication of delinquency to any other person. A violation of confidentiality is cause for escalated disciplinary hearings. Each participant also agrees that s/he will make every effort to ensure that students who are affected are not stigmatized.

Certain members of the NTA Community who are serving in a privileged professional capacity (e.g., school counselors, social workers, nurses) are not bound by this expectation, except as required by law and ethical obligations.

Student Services

The Student Services Department at CICS Northtown Academy supports students throughout high school by providing a comprehensive approach that includes college counseling, social work, peer mediation, health and special education services.
**College Counseling:** Our program design is based on national standards wherein advisors and the college counselor identify competencies that help students learn about college and career planning. Students are encouraged to identify their abilities, interests and values and explore career possibilities and opportunities.

**Social Work:** Any student is eligible for social work services. Our services are available to any student who struggles with emotional or social issues that may be interfering with academic success. Sessions are designed as a time for students to share information with a social worker. As mandated reporters, school personnel are required by law to report threats to someone’s life and suspected cases of abuse, maltreatment and neglect. Social work services as defined by a student’s IEP are also provided.

**Health Program:** The school nurse supports a comprehensive school health program available to all students. Parent/Guardians are notified of specific programming throughout the school year. Parent/Guardians have the option to opt out of any health programming that are adverse to philosophical, religious, spiritual, or cultural beliefs and/or practices.

**Special Education Services:** Special education services are provided to all students in accordance with the student’s section 504 or Individualized Education Plans in order to provide students a free and appropriate public education. Your student’s case manager is a good point of contact for questions and/or concerns.

**Students in Temporary Living Situations (STLS)/Financial Hardship:** Every homeless child and youth shall have equal access to the same free, appropriate education and programs as is provided to other children and youth. No homeless child or youth shall be discriminated against, segregated from the mainstream school population, isolated on the basis of his/her homelessness or stigmatized. Students in temporary living situations will have all school fees waived. Please contact the main office to speak with the STLS coordinator.

Other students whose families encounter financial hardship may apply for a payment plan through the CICS Northtown Academy main office. A payment plan will allow families to extend payment timelines so that students may still participate in mandatory school activities without penalty for inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

**Additional School Services, Policies and Information**

**Lost and Found:** This is located in the Deans’ office. Students are to bring found purses, wallets or jewelry to the main office. Books with student names will be returned to a student’s advisor.

**Ventra Passes:** Passes are available through the school. Ventra will provide passes for the
school to sell to students at the beginning of the school year. Once the school sells out on passes, the school will provide order forms for students to purchase passes directly from Ventra.

Parking: Space in school lots is provided as a senior privilege, permitted for a $15.00 fee. Because space is limited, available spots will be distributed on a "first come, first served" basis.

SCHOOL VISITOR POLICY

CICS Northtown Academy encourages parents/guardians and community members to visit the school and believes that there are many potential benefits, which can result from increased interaction with the public. At the same time, our school has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and protecting the school’s facilities and equipment from misuse or vandalism. Trespassing on school grounds is prohibited.

As a result, visitors are allowed beyond the main office when entry is required to conduct school-related business with the school and/or school staff or when individuals are authorized to attend a scheduled activity or function. The following guidelines are required for visitors.

General Requirements for Visitors:

- A visitor is defined as any person seeking to enter a school building, who is not an employee of the school or a student currently enrolled in that building.
- All visitors must enter through the Main Entrance Door and immediately go to the Main Office, sign in, state the purpose of their visit, the floor or room the wish to visit, and obtain a visitor pass from the Main Office. A valid, government-issued photo ID is required and will be scanned via ID swipe software. Visitor passes must be displayed in a clearly visible location and worn at all times and need to be returned to the main office immediately prior to leaving the building.
- Whenever possible, visitors should schedule an appointment with the person(s) they wish to see in advance. At the discretion of the School Director, such prior authorization may be waived. Visitors wishing to conference with teachers or school staff members during school hours are encouraged to make arrangements in advance. There is no guarantee that the teacher or staff member will be available if an appointment has not been made in advance.
- Visits may be prohibited at certain times, such as the first and last weeks of school, immediately before or after school breaks or major holidays, and while standardized testing or other student assessments are being conducted.
- Videotaping or photographs and audio recordings are not allowed while on campus unless permission has been secured in advance of the visit.
- Visitors may be subject to a search of their person or items in their possession upon entry of school property.
- Students attending CICS Northtown Academy may not bring guests to school.
• CICS Northtown Academy reserves the right to deny any individual the right to visit the school, or remove any visitor who is disrupting the safety and security of the students or staff.
• All school visitors must comply with school policies at all times.

Please note that as a school, our first commitment is to serve our students at a high level of quality throughout the school day. As a result, please observe the following guidelines while in a classroom:

• Do not interrupt the teacher or attempt to engage them in a conversation if they are teaching a class;
• Position yourself in a location where you are not obstructing the learning of any student;
• Do not address students unless the teacher or administration has given you permission to work with students;
• Keep any discussion to a very minimum level and your volume minimal if you are speaking.

Exceptions to Visitor Requirements:
• Parents/guardians or City of Chicago community members who have been invited to visit CICS Northtown Academy as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organized and school approved activities during off-school hours, are exempt from the requirements listed above.
• Classrooms and other instructional areas are the most vulnerable to disruption. Therefore, access to classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher or as otherwise deemed necessary by the School Principal.
• The School Principal has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

Directory Information Notice and Parent’s Objection to the Release of Student Information to Military and Institutions of Higher Education

State law requires the district to give you the following information: Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want CICS Northtown Academy to disclose directory information from your child’s education records without your prior written consent, you must notify the district in writing within ten school days of your child's first day of instruction for this school year. This means that the school must give certain personal information (called “directory information”) about your child to any person who
requests it, unless you have told the district in writing not to do so. The school will provide you a form so you can communicate your wishes about these issues.

CICS Northtown Academy has designated the following information as directory information: the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended.

**Extra Curricular Activities**

**Athletics:** CICS Northtown Academy recognizes the importance of athletics in the development of young men and women. CICS Northtown Academy is a member of the Illinois High School Association (IHSA), the sanctioning body for interscholastic high school athletic competition in the state of Illinois and adheres to their respective rules and regulations. Students must sign a CICS Athletic Eligibility Contract, have a current athletic physical on file with the school, and meet eligibility requirements by maintaining acceptable behavior, regular attendance, and good academic standing.

Students should provide certification of medical insurance in advance of participating in sports. Those students who do not have insurance should see the athletic director for options.

**Athletic Eligibility:** In order to be eligible for participation in interscholastic sports, students must be passing all classes. Student athletes will be informed of their eligibility status following grades checks and discipline record reviews every Friday. A student who is failing more than one class is ineligible for a period of one week (defined as Saturday through the following Friday). A student who is not meeting the school’s behavior expectations is ineligible for a period of one week. If a student does not improve his/her standing at any point during that period, he/she will remain ineligible for the remainder of the week. Eligibility is reinstated on the Friday afternoon following the weekly report confirming that the student is passing all courses and shows a marked improvement in behavior. The Athletic Director and Dean of Students in cooperation with the faculty and administration will make decisions regarding weekly eligibility.

**Athletic Event Visitor Conduct:** CICS Northtown Academy retains the right to remove any spectator from an athletic event, and the school premises, who is acting in an unruly manner or in a way that disrupts the safety and security of the student-athletes, staff, or other spectators, whose conduct is not in keeping with the code of conduct that students are expected to follow, or whose behavior that places in jeopardy the school’s reputation or relationships with the surrounding community or other organizations.

**Clubs and Student Government:** Extracurricular activities are designed to be an extension of the learning experience. All students must be in good academic and social standing in order to participate in any activity (clubs, sports, boards and office). Club membership, academic
service, and leadership achievements are recorded on students’ permanent records.

**Club Meetings:** Students are expected to attend all scheduled meetings of the clubs and organizations to which they belong. Students in a club that is permitted to dress down for club meetings by the Assistant Principal that dresses down and does not attend the meeting may lose the privilege of dressing down. Repeated unexcused absences from meetings may result in removal from the club roster.

**Club Membership:** CICS Northtown Academy offers a variety of clubs, athletic teams, school organizations, and activities. Membership is an integral part of the learning process because it contributes to the student’s complete cultural and social development.

**Formation/Review/Disbanding of Clubs:** In order for a group to organize itself into a club, it must submit a formal application; please see the Assistant Principal for an application.

Frequent reviews may be done of clubs/organizations/teams. Clubs must receive approval from the Assistant Principal before officially disbanding. The Assistant Principal may disband a club/organization/team for failure to meet objectives or inappropriate actions.

**Club Officers:** Officers are elected from among the members of the club. Specific requirements are clarified in club constitutions. Students are discouraged from holding office in more than one club.

**Eligibility for Division Office:** Any student who has a "B" average and participates in advisory, division, and school activities is eligible for division offices. A student who desires to run must complete a nomination form with his/her qualifications and reasons for running. He/she should have participated in at least one club within the year and have no serious discipline issues. No student may run for an office that has an excessive number of absences or tardies. If a student wishing to run for office has been previously removed from holding an office, he/she shall provide with nomination form an explanation of why he/she was removed from office.

**Method of Election:** The Assistant Principal and the Club Moderator will decide upon the method of election.

**Removal from Office:** An officer may be removed from office by the Club Moderator with approval of the Assistant Principal after two unexcused absences, failure to represent his/her group properly and fairly, failure to carry out his/her duties as an officer, or for any other action which is detrimental to the welfare and best interest of the division and school. If a student is involved in a serious discipline issue, he/she may be removed from office. If an advisory representative resigns or is removed from office, the division chooses a new officer, except in the case of the President, in which case the Vice President takes his/her place.

**Extra-Curricular Eligibility:** The CICS Northtown Academy maintains high standards for
participation in clubs and student government. Student grades and behavior will be checked on a weekly basis. Students who are not meeting their behavioral obligations to the school community or who are failing a class will be excluded from extra-curricular activities for a period of one week (a week runs Monday through Sunday). If a student improves his/her standing at any point in the week, he/she will remain ineligible for the remainder of the week. Eligibility is reinstated on the Monday following the weekly report confirming that the student is passing all courses.

National Honor Society: Juniors and seniors who demonstrate exemplary commitment to scholarship, character, leadership and service may be nominated by CICS Northtown Academy faculty for membership into the National Honor Society. A Faculty Council, led by the Assistant Principal, will determine final membership based on the requirements listed below.

Scholarship: A minimum cumulative Grade Point Average of 3.5. No "1"s for the previous three semesters.

Character:
- Exemplifies cheerfulness, friendliness and a positive attitude.
- Upholds high standards of honesty and morality.
- Shows courtesy, concern and respect for others.
- Demonstrates responsibility and reliability.
- Takes criticism willingly and accepts recommendations graciously.
- No serious discipline issues for the current school year.

Leadership:
- Demonstrates leadership in promoting school and community activities.
- Inspires positive behavior in others.

Service:
- Willingly assists teachers, students and community members.
- Works well with others.
- Takes on difficult or inconspicuous responsibilities.

Student Government: Student Government provides students a voice in the leadership and programming of CICS Northtown Academy. It seeks to promote a sense of shared responsibility, to encourage strong relationships throughout the school, to provide a forum for student leadership, participation and expression, and to provide students with the opportunity to design and lead school activities that promote a robust school community.

Student Government Advisory Representatives: Representatives attend all Student Government meetings, facilitate communication between Student Government Board and advisory students, and assist the leadership team and board in Student Government activities.
**School Dances:** Any student attending a dance sponsored by CICS Northtown Academy must adhere to all school policies and behavioral expectations of dance supervisors. Students are responsible for the behavior of any visitor accompanying them to the dance. With the exception of recent graduates, former students are not allowed to attend dances. Student misconduct at dances is subject to the code of conduct.

**Parent Organization**

In support of the values and the mission of the Chicago Charter School Foundation, CICS and CICS Northtown Academy, the purpose of the Parent Organization shall be:

- To provide a forum for communication that promotes mutual respect and understanding between home and school
- To support student activities by sharing interest, skills, and expertise
- To provide opportunities for celebration between home and the school community
- To engage in fundraising activities, under the direction of the school administration, for school programs that enhance the academic and social development of the students of Northtown Academy

All parents or legal guardians of a registered student of CICS Northtown Academy are automatically “Members” of the Northtown Academy Parent Organization. Communications regarding activities and opportunities for participation are sent periodically.

**Custody Issues**

CICS Northtown will assume a student’s parent has unrestricted access to the student and the student’s records regardless of parental relationship status. In cases where a student’s parent(s) has limited for restricted access to the student or the student’s records, it is the parents’ responsibility to inform the school of such and provide the school with appropriate supporting legal documentation and update such documentation with the school accordingly. Mailings and student information are directed to the designated primary caregiver. A request must be made, in person or in writing, for student records and/or school correspondence to be provided to a secondary caregiver.

**Asbestos Public Notice**

In accordance with the US EPA AHERA regulations, Northtown Academy’s Inspection Report and Management Plan was submitted to the Illinois Department of Public Health on October 12, 1989. A copy of the Management Plan is on file in the Building Manager's office and is available for inspection by appointment only with the administration. Plans cannot be removed from the school premises. On July 1, 1989, all asbestos containing acoustical plaster was removed from each of the seven stairwells. All work was performed in accordance with EPA and OSHA Guidelines, as well as Illinois Department of Public Health Asbestos Abatement Regulations.
copy of the school’s Asbestos Management Plan is available for inspection upon request.

Parent Information Packet

This section is provided for CICS Northtown families to provide additional information and to address questions that arise during the school year.

Placing Students in Academic Levels
Incoming freshmen are placed in their academic level by a review of recommendations, grades, test scores and other paperwork that details their previous performance and academic needs. Freshmen placements are carefully monitored by the faculty and administration during the first quarter.

Changes in placement are done through a process of teacher recommendations. Teachers will recommend changes in level to the administration when appropriate with their knowledge of the curriculum and academic levels. The administration reviews all recommendations and meets with students and teachers as needed. Grades are one piece of the recommendation but assessments, projects, class participation, homework are reviewed and if the student has sought additional assistance is considered. If a schedule is changed, the student may be assigned to classes with new teachers and new learning communities. Therefore, all changes are carefully considered.

Students are placed in the same level for English, Writing, and Social Science courses. Many of same skills crossover these courses and the teachers collaborate together to coordinate they lessons and projects. Students are not scheduled into different levels in English, Writing and Social Science.

Math and Science placement is independent from other courses. The Math Team Lead and Science Team Lead work with teachers and students to place students in the appropriate courses and levels.

Changes do not occur until the end of the first quarter or the first semester. At the end of the third quarter, the administration begins reviewing placement for the next academic year.

Senior Electives
Senior schedules usually contain 2-3 electives based on the credits earned and any requirements needed to complete. For example, if students have not completed their foreign language or PE requirements during the first three years, they must be scheduled in those classes before choosing electives.

In April, students submit their choices for electives and the school begins building the master schedule based on these requests. Due to limits on class sizes and available resources, some
courses may not be offered or some combinations of courses are not possible to schedule.

All changes must be requested by the second day of school. Senior schedules are finalized by the third day of school.

**Graduation Ceremony and Policy:** Participation in the graduation ceremony is a privilege afforded students who have met all graduation requirements and are in good standing. Participating in the commencement ceremony is NOT a right. In order to participate or “walk,” students are required to have the requisite number and type of course credits, to meet attendance requirements, to earn 40 service hours, to be in compliance with health record mandates, and to be in good standing. Students who have not completed the aforementioned requirements will not be allowed to participate fully in graduation events and the graduation ceremony. Specifically, students will not be allowed to participate in the graduation ceremony and will not be issued a diploma until the school has received documentation certifying that the student has completed all requirements. A student in good standing is defined as a student who, during the graduating year, has not committed a Category III offense, been in danger of expulsion, or failed to fulfill a discipline, attendance, or restorative contract or agreement. Parents should consult the Senior Expectations Contract for additional details.

In the case of a special circumstance, the family may appeal the school’s decision to exclude a student from graduation in writing to the CEO of Civitas Schools no later than two weeks prior to graduation. If a family is notified of exclusion from graduation within two weeks of graduation, then the family may appeal the decision in writing to the CEO of Civitas Schools within three days of notification of the school’s decision.

An appeal must include the issue, the cause of the issue, an explanation as to why this situation is unique and worthy of an exception and evidence to support any claims. The CEO will respond within 5 days of receiving the appeal request.

To participate in the graduation ceremony, a student must be in good academic standing. Final approval to participate in the graduation ceremony is given by the Principal after senior final exams are completed and final grades are reviewed. To participate in graduation and receive tickets to the ceremony, the student must participate in the graduation practice.

Graduation is a ticketed event held off-campus. The amount of tickets is determined by the size of the graduating class and available seating at the venue where the ceremony is being held. The school is not able to accept requests for additional tickets. Families needing additional tickets must make arrangements with families not using all the tickets issued to them.

Additional information on the ceremony will be sent to our seniors and communicated to parents electronically throughout the year.
**Lunch Forms:** In September the school receives the Federal Lunch applications and these forms are given out to students in advisory. As a publicly funded institution, we strongly encourage all families to have a completed application. When you receive this form, please contact the main office staff if you have any questions on the form.

- The initial purpose is used to determine which students qualify for free or reduced meals in the cafeteria but students’ free/reduced statuses are used throughout the year. As soon as we receive these forms, they are put into the computer system that determines student status.
- School fees, registration fees and some school fees, including sports, are determined by students’ free/reduced status. Whenever fees are collected or when parents or students pay a fee, the first step is to look up the free/reduced list.
- As a school, some funding for school programs is determined by the percent of students who qualify for free/reduced meals.

Thank you for your help as we collect Lunch forms from everyone to be in full compliance.

**Drivers’ Education**

CICS Northtown Academy does not provide Drivers’ Education classes. We do partner with other organizations to provide a few Drivers’ Education classes, for a limited number of students, throughout the year, after the regular school day. However, not every student will receive a seat in the class as the offerings and seats are limited. For additional opportunities, parents should contact their local CPS high school for information on class times and availability in the classes provided at that school. Students may not register for classes that conflict with our school day.

**Summer School**

CICS Northtown Academy is not obligated to offer summer school for students to remediate credits. Students who fail to earn credits during the school year may be required to recuperate the credits through online courses or in-person attendance at a Civitas Education Partners school, which may or may not include Northtown’s campus. If a student has failed any course, a parent should check with the Assistant Principal or the Principal before making any plans that might conflict with summer school.

**Service Hours**

In advisory, the advisors review with the students what acceptable service hours are and what are unacceptable. Students cannot earn service hours working with for-profit businesses and corporations, any work that is financially reimbursed, babysitting, or performing any work for a relative. Students cannot take off from school to perform service hours during the school day. If there is a question about a service opportunity, students should clear the activity with their
advisor before participating. The advisors must receive and review the appropriate paperwork before accepting the service hour.

**Student Records**

The student permanent record shall consist of:

1. Identifying information, including the student's and parents' names and addresses, and student's gender, and date and place of birth  
2. Academic transcript, including grades, class rank, graduation date, grade level achieved, college entrance examination scores, and the unique student identifier assigned and used by the student information system  
3. Attendance record  
4. Health records (medical and dental documentation necessary for enrollment)  
5. Record of release of permanent information  
6. Scores received on all state assessment tests administered

The student temporary record shall consist of all information not required to be in the student's permanent record and may include:

1. Scores received on the state assessment tests administered in grades kindergarten-8  
2. A completed home language survey form  
3. A record of release of temporary record information  
4. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction  
5. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record)  
6. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code  
7. Health related information (current documentation of a student's health that is relevant to the school participation, not required for enrollment and not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)  
8. Accident reports.

The student temporary record also may include:

1. Family background information  
2. Individual and/or group intelligence test scores, aptitude test scores, and elementary and secondary achievement level test results  
3. Reports of psychological evaluations  
4. Special education records
5. Records associated with Section 504 of the Rehabilitation Act of 1973
6. Honors and awards
7. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
8. Other disciplinary information
9. Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student
10. Teacher anecdotal records (e.g. description of student behavior or progress or a report of observed behavioral incidents)

Inspection and access of student records:

1. A parent or someone specifically designated by the parent shall have the right to inspect and copy all his/her child’s school student records with limited exception. No parent will be granted access to confidential letters and statements of recommendation which were placed in the student record prior to January 1, 1975, or when the student has waived access to his/her right of access after being advised of his/her right to obtain the names of the persons making such recommendations, provided such recommendations are not used for purposes other than those for which they were intended.
2. The school will not provide records to a parent if the charter has been provided with a certified copy of an order of protection or a legally binding document relating to such matters as divorce, separation, or custody that specifically revokes educational rights or prohibits access.
3. Parents shall have the right to inspect, challenge, and copy student records of that parent’s child until one of the following events occurs:
4. The student attains 21 years of age or The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.
5. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
   a. Attain 18 years of age
   b. Graduate or,
   c. Assume financial independence.
6. Whenever a parent or student desires a copy of the information contained in the student’s records, he or she shall submit a written request to the record custodian. Records shall be made available to parents and eligible students within fifteen (15) school days.

Access to Records without Parental Consent: CICS Northtown shall grant access to school student records in accordance with the law including, but not limited to, releases to the following persons or in the following situations:
1. In general, student school records will not be released without prior written consent and/or notice, except in very narrow situations such as requests from the Department of Education.

2. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student’s permanent and temporary records.

3. School officials shall release student records without parent permission pursuant to a valid court order presented by local, state or federal officials. A subpoena (unless signed by a judge) is not sufficient. Notice and a right to challenge the records will be provided.

4. Student records may be made available without parent consent to researchers for research purposes, provided that no student or parent shall be personally identified from the information released.

5. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. However, notice shall be provided to parents the next school day after the release.

6. School officials shall release student records without parent consent or notice pursuant to a valid court order in which the parent and/or student is a named party

Challenge procedures:

1. Parents have the right to challenge the accuracy, relevance or propriety of any entry in their child’s school student records, except (1) academic grades, (2) the name and contact information of the Official Records Custodian, and (3) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student’s school records are forwarded to another school to which the student is transferring.

2. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child’s record are being challenged.

3. The principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

4. If the challenge is not resolved at the informal conference, a hearing shall be convened consistent with the Illinois School Student Records Act.

5. An appeal of the hearing can be made to the regional superintendent

Statement of dispute: Parents may insert in the school student record a statement of reasonable length setting forth their position on any disputed information in the record.

Maintenance of school records:

1. Permanent records will be retained for 60 years after the student leaves CICS Northtown.
2. Temporary records will be retained for at least 5 years after the student leaves CICS Northtown.
3. CICS Northtown will review a student’s temporary record every 4 years and when a student changes attendance centers.
4. For students with a disability, CICS Northtown may, after five (5) years, transfer to the parents (or student if he or she has succeeded to the rights of the parent) Special Education Records which may be of continued assistance to the student.
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Handbook Compliance Agreement

- I understand that CICS Northtown Academy is a charter school and, therefore, a school of choice.
- I am aware that attendance at this school requires compliance with school policies.
- I have read the 2019 - 2020 Student and Family Handbook and agree to comply with all of the policies mandated by Civitas Schools for CICS Northtown Academy Campus.
- Specifically, I have reviewed the school calendar and noted special events.
- I understand the importance of consistent daily attendance and I will use the calendar as a reference when planning appointments.
- I have reviewed and understand the Student Code of Conduct.
- I agree to comply with Student Code of Conduct and I will abide by the Acceptable Use of Technology Policy.
- I understand and will abide by the CICS Northtown Anti-Bullying Policy.
- I have reviewed and agree to the Model Release policy.
- I understand that I may choose to opt out by checking the box below.
- I understand that I am financially responsible for lost or damaged school materials.
- I understand the purpose of this handbook is to communicate school policies and to record assignments. This book is considered school property.

Student Name: __________________________________________________________

Student Signature: ________________________________________________________

Parent/Guardian Signature: _________________________________________________

☐ I choose to opt out of the Model Release policy.

Advisor Name: _________________________________ Date: ____________________

Remove and submit this signed compliance form to your advisor before August 30, 2019.
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