Student Name: __________________________________________________________

Address: __________________________________________________________________________________________________

Home Phone #: _____________________________ Mobile Phone #: _____________________________

ADV Teacher Name: _____________________________ ADV #: _____________________________

In case of emergency, please notify:

Name: ___________________________________________ Phone #: _____________________________
Handbook Review Compliance Form

I understand that CICS Ralph Ellison High School is a charter school and therefore, a school of choice. I am aware that attendance at this school requires compliance with school mission and policies. I have read the 2018-2019 Student and Family Handbook and agree to comply with all of the policies mandated by Civitas Schools for CICS Ralph Ellison High School 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 understand that absences during exam weeks, without a medical note are unexcused.
- I have reviewed and understand the Student Code of Conduct. I have reviewed and understand the CICS Discipline Code. I agree to comply with CICS Discipline Code.
- I understand and will abide by the Acceptable Use of Technology Policy and the CICS 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: _________________________ Student Grade: ______________ Date: _____________________

Please remove and submit this signed compliance form to your Advisory teacher before September 6, 2019
# CICS Ralph Ellison High School Campus

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>8</td>
</tr>
<tr>
<td>Admissions Policy</td>
<td>9</td>
</tr>
<tr>
<td>Accreditation</td>
<td>9</td>
</tr>
<tr>
<td>Amendment</td>
<td>9</td>
</tr>
<tr>
<td>Academics</td>
<td>10</td>
</tr>
<tr>
<td>Course Offerings</td>
<td>12</td>
</tr>
<tr>
<td>Course Sequence</td>
<td>12</td>
</tr>
<tr>
<td>Grade Point Policy Description</td>
<td>12</td>
</tr>
<tr>
<td>Grading and Assessment Overview</td>
<td>13</td>
</tr>
<tr>
<td>Daily Schedule</td>
<td>15</td>
</tr>
<tr>
<td>Additional Academic Programming</td>
<td>16</td>
</tr>
<tr>
<td>Advisory</td>
<td>16</td>
</tr>
<tr>
<td>Service Learning Hours</td>
<td>16</td>
</tr>
<tr>
<td>Textbooks</td>
<td>16</td>
</tr>
<tr>
<td>Attendance Policies</td>
<td>16</td>
</tr>
<tr>
<td>Health &amp; Wellness Policies</td>
<td>19</td>
</tr>
<tr>
<td>CICS Wellness Policy 2019</td>
<td>19</td>
</tr>
<tr>
<td>Illness at School</td>
<td>22</td>
</tr>
<tr>
<td>School Medical Emergencies</td>
<td>22</td>
</tr>
<tr>
<td>Administration of Medication</td>
<td>22</td>
</tr>
<tr>
<td>CICS Discipline Code</td>
<td>23</td>
</tr>
<tr>
<td>Acceptable Use of Technology</td>
<td>29</td>
</tr>
<tr>
<td>Procedures for Students with Disabilities</td>
<td>32</td>
</tr>
<tr>
<td>Anti-Bullying Policy</td>
<td>33</td>
</tr>
<tr>
<td>After-school Detention</td>
<td>39</td>
</tr>
<tr>
<td>Dress Code</td>
<td>39</td>
</tr>
<tr>
<td>Additional Student Policies</td>
<td>41</td>
</tr>
<tr>
<td>Lockers</td>
<td>41</td>
</tr>
<tr>
<td>Mobile Phones/Electronic Devices</td>
<td>41</td>
</tr>
<tr>
<td>Driving</td>
<td>41</td>
</tr>
<tr>
<td>Field Trips</td>
<td>42</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>42</td>
</tr>
<tr>
<td>Model Release</td>
<td>42</td>
</tr>
<tr>
<td>Student Rights</td>
<td>42</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>42</td>
</tr>
<tr>
<td>Student Services</td>
<td>44</td>
</tr>
<tr>
<td>Additional School Services</td>
<td>44</td>
</tr>
<tr>
<td>Extra-Curricular Activities</td>
<td>47</td>
</tr>
<tr>
<td>Athletics</td>
<td>47</td>
</tr>
<tr>
<td>Clubs &amp; Student Government</td>
<td>48</td>
</tr>
<tr>
<td>School Dances</td>
<td>49</td>
</tr>
<tr>
<td>Parent Organization</td>
<td>49</td>
</tr>
<tr>
<td>Custody Issues</td>
<td>49</td>
</tr>
<tr>
<td>Asbestos Public Notice</td>
<td>49</td>
</tr>
</tbody>
</table>
### Important SY 2019-2020 Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22, 2019</td>
<td>New Teachers Start Date</td>
</tr>
<tr>
<td>August 27, 2019</td>
<td>Teachers Return, PD</td>
</tr>
<tr>
<td><strong>September 2, 2019</strong></td>
<td>Labor Day – School Closed</td>
</tr>
<tr>
<td>September 3, 2019</td>
<td>First Day of School</td>
</tr>
<tr>
<td>September 11, 2019*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>September 25, 2019*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>October 3, 2019</td>
<td>Q1-Progress Reports</td>
</tr>
<tr>
<td><strong>October 9, 2019</strong>*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td><strong>October 14, 2019</strong></td>
<td>Indigenous Peoples Day-School Closed</td>
</tr>
<tr>
<td>October 23, 2019*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>November 8, 2019</td>
<td>Professional Development (Network)-No Students</td>
</tr>
<tr>
<td>November 8, 2019</td>
<td>End of Quarter 1</td>
</tr>
<tr>
<td><strong>November 11, 2019</strong></td>
<td>Veterans Day – School Closed</td>
</tr>
<tr>
<td><strong>November 14, 2019</strong></td>
<td>Quarter 1 Parent Teacher Conferences-No Classes</td>
</tr>
<tr>
<td>November 27, 2019</td>
<td>Half Day (Noon Dismissal)</td>
</tr>
<tr>
<td><strong>November 28-29, 2019</strong></td>
<td>Thanksgiving Break – School Closed</td>
</tr>
<tr>
<td>December 12, 2019</td>
<td>Q2-Progress Reports</td>
</tr>
<tr>
<td>December 20, 2019</td>
<td>Half Day (Noon Dismissal)</td>
</tr>
<tr>
<td><strong>December 22 – January 3</strong></td>
<td>Winter Break – School Closed</td>
</tr>
<tr>
<td>January 8, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Dr. King Holiday – School Closed</td>
</tr>
<tr>
<td>January 22, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>January 30, 2020</td>
<td>End of Q2/Semester 1</td>
</tr>
<tr>
<td>January 31, 2021</td>
<td>Professional Development (Network)-No Students</td>
</tr>
<tr>
<td>February 12, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td><strong>February 17, 2020</strong></td>
<td>President’s Day Holiday – School Closed</td>
</tr>
<tr>
<td>February 26, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>March 5, 2020</td>
<td>Q3-Progress Reports</td>
</tr>
<tr>
<td>March 11, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>March 20, 2020</td>
<td>Professional Development (Campus)-No Students</td>
</tr>
<tr>
<td>March 25, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>April 3, 2020</td>
<td>Half Day (Noon Dismissal)</td>
</tr>
<tr>
<td>April 6 - April 9</td>
<td>Spring Break - School Closed</td>
</tr>
<tr>
<td>April 16, 2020</td>
<td>End of Q3</td>
</tr>
<tr>
<td>April 17, 2020</td>
<td>Professional Development (Campus)-No Students</td>
</tr>
<tr>
<td>April 23, 2020</td>
<td>Quarter 3 Parent Teacher Conferences –No Classes</td>
</tr>
<tr>
<td>May 13, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>May 14, 2020</td>
<td>Q4-Progress Reports</td>
</tr>
<tr>
<td><strong>May 25, 2020</strong></td>
<td>Memorial Day Holiday – School Closed</td>
</tr>
<tr>
<td>May 27, 2020*</td>
<td>Student Early Release Day (12:58pm)</td>
</tr>
<tr>
<td>June 18, 2019</td>
<td>End of Quarter 4/Semester - Last Day of School</td>
</tr>
</tbody>
</table>

*In School Year 2019-2012, students will not have an early release day each Wednesday. There are twelve (12) scheduled early release Wednesdays for the school year.

A complete and updated calendar will be posted on [www.cicsellison.org](http://www.cicsellison.org)
OVERVIEW

History
Civitas Schools is an educational management organization founded in 2004 that currently manages four charter campuses: CICS Ralph Ellison High School, CICS Northtown Academy, CICS Wrightwood Campus, and CICS ChicagoQuest Campus. 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 Ralph Ellison is managed by Civitas Schools. 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 Schools.

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 Ralph Ellison High School, 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 Schools. In choosing to attend CICS Ralph Ellison, 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.

Vision Statement:
All CICS Ralph Ellison students will have the intellectual skills, cultural competence, belief in self and a growth mindset to BE VISIBLE!

Innovation Statement:
We plan to innovate by using our voices to be a visible expression in our Community. The strength of our voice comes from the vision of our eponym with the hope of influencing change for future generations.

Mission Statement:
CICS Ralph Ellison High School Campus inspires our scholars to be visible agents of multi-faceted change through exemplary curricular programs that are interdisciplinary, inquiry based, fine arts and technology infused for every learner to develop the knowledge, skills and character to excel in college, careers and life.
Admissions and Equal Educational Opportunity Policy
CICS Ralph Ellison High School 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 Ralph Ellison High School was accredited by the nationally recognized institution AdvancED during the 2015-2016 school year.

Amendment
Statements in this handbook are subject to amendment with or without notice. We will attempt to notify families of any and all changes as soon as possible; however, some changes might be made immediately due to unforeseen circumstances. An updated and current copy of the CICS Ralph Ellison High School Student and Family Handbook is available for review in the CICS Ralph Ellison main office.

Parent Responsibility
▪ Be an active participant in your student’s education - monitor academic progress, make sure your students arrive 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 Ralph Ellison High School.

Student Responsibility
▪ 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 Ralph Ellison High School.

School Responsibility
▪ 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.
▪ Enforce all rules, policies and procedures established by CICS Ralph Ellison High School.
▪ Promote and encourage parental involvement in the school community.
Civitas Schools adheres to eight essential educational principles:

1. All students engage in a rigorous, college preparatory course of studies.
2. The student is at the center of all academic programming, surrounded by an environment that emphasizes upward academic mobility.
3. A consistent, content-based curriculum is implemented across three major academic disciplines: Humanities, Math & Science, and Arts & Wellness. The curriculum focuses on themes both contemporary and historical in scope.
4. The development of student literacy and mathematical skills are emphasized across all disciplines. Student progress toward skill mastery is assessed regularly through the Northwest Evaluation Association (NWEA) at the elementary school level and the Scholastic Aptitude Testing System at the high school level.
5. The critical thinking skills of all students are developed through an emphasis on teaching conflicting interpretations and an orientation to controversy.
7. Staff collaborate to implement the program, purposefully focused on student achievement, with decisions informed by data and qualitative measurements.
8. Civitas Schools is a learning community, in which students learn as a community and learn about 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 Schools 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 requiring strict disciplinary action, including but not limited to receiving no credit on the academic work involved, disciplinary action and losing standing in Honor Societies. All cases of academic dishonesty are reported to the Dean and parents/guardians will be notified.

Academic Requirements: CICS Ralph Ellison High School is a four-year college prep high school. All students attend full-time. Most students must carry a course load of 7.0 credits per year. Writing courses are a portion now of the English Composition courses. Requirements for each graduating class will differ slightly. For specific credit information, students should see their advisor or college counselor. The following credits are required for graduation.
Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>4.0</td>
</tr>
<tr>
<td>Writing</td>
<td>1.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0 (includes Health)</td>
</tr>
<tr>
<td>Electives</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26.0</strong></td>
</tr>
</tbody>
</table>

Promotion Policy:
Earned credits are reviewed annually to ensure that each student is on track to graduate from CICS Ralph Ellison High School. 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 evening school. If a student has fallen significantly behind, the student may be required to repeat the current grade. 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 the student’s IEP or Section 504 team.

Following is a list of academic requirements for entry into each grade level, students must have these minimum credits in the fall of the academic year to be placed in the corresponding grade levels (Special circumstances will be considered on a case by case basis by the school director):

- **Freshmen** must provide documentation of 8th grade completion and standardized assessment scores.
- **Sophomores** enter the school year with 7.0 high school credits.
- **Juniors** enter the school year with 13.0 high school credits.
- **Seniors** enter the school year with 20.0 high school credits.

Students must test with the grade level they are in based on credits earned, not based on credits expected. Students who do not meet these academic benchmarks may require 5 years to complete the full course of study at CICS Ralph Ellison High School.

Achievement Levels: There are two levels of courses provided at CICS Ralph Ellison High School sophomore and junior year:

- **Honors/AP** courses are taught at an accelerated pace to provide students with elevated levels of rigor and enrichment within the college preparatory program. **Note: All students at this level are required to take Advanced Placement courses.**
- **Academic** courses are designed for students to meet rigorous standards within the college preparatory program. Program of study and course placement is determined by a policy that considers scores on student academic performance in previous classes, standardized test results, and teacher recommendations.

Course Selection: Registration for the following school year begins in February. Rising seniors, and rising juniors, work with teachers and counselors to determine placement in required and elective courses from the Course of Studies Guide. Rising sophomores and rising freshman take a prescribed set of college preparatory courses based on the course placement policies. Based on registration, the master schedule of classes is developed and every effort is made to provide each student his/her chosen courses. The Counselor contacts students whose schedules contain conflicts or require that alternative choices may be made.
Course Offerings: Can be viewed on our website at www.cicsellison.org.

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. Due to class capacity and course offerings, course changes may not be possible.

Course Sequence: The following is a list of required courses at each grade level. Math sequence and options may be altered to meet student needs and levels of achievement. Elective courses are available in all departments.

<table>
<thead>
<tr>
<th>Freshman:</th>
<th>Sophomore:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Algebra 2/Trigonometry</td>
</tr>
<tr>
<td>English/Comp I</td>
<td>English/Comp II</td>
</tr>
<tr>
<td>World History &amp; Geography</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>Physics</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Electives</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior:</th>
<th>Senior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>English/Comp 3</td>
<td>English/Comp 4/AP Language</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Research &amp; College Writing</td>
</tr>
<tr>
<td>United States History/AP United States History</td>
<td>Electives</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

Grade Point Policy Description:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Academic</th>
<th>Honors</th>
<th>AP</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.3</td>
<td>4.8</td>
<td>5.3</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>0.7</td>
<td>1.2</td>
<td>1.7</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0-59</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

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. Students are required to remediate failing grades at CICS Ralph Ellison High School’s night school or alternative option approved by school administrators. In situations where a student needs to make up a class that is not being offered by CICS Ralph Ellison High School, students may be permitted to attend approved courses offered by outside educational organizations. The counselor must approve enrollment in any outside course. If approval is not sought or granted, credits will not count toward CICS Ralph Ellison High School graduation requirements. Students who do not remediate failed 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:** Midway through each quarter (or as needed), progress reports will be sent home. They must be signed by parents/guardians and returned to advisors.

**Reports Cards:** Grade reports will be issued at the conclusion of each quarter. After first and third quarters, report cards must be picked up at Parent-Student-Teacher conferences. Second quarter report cards will be sent home with students. Final report cards are mailed the week after fourth quarter exams conclude. One report card will be issued per student.

**Parent-Student-Teacher Conferences:** Family conferences, scheduled at the completion of first and third quarters, provide an important opportunity to discuss student progress at CICS Ralph Ellison High School (see calendar for specific dates). Report cards from first and third quarters will be distributed at conferences. Students may 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 five transcripts are provided free of charge. Subsequent transcript requests may carry a $2.00 fee.

**Transfers:** Transfers out of CICS Ralph Ellison High School will be granted subsequent to the parent/guardian completing the required paperwork and signing a transfer request form. Official transcripts will be withheld until all financial obligations are met. All transfers out of the CICS network are subject to the lottery process.

**Grading and Assessment Overview**

The faculty and staff at CICS Ralph Ellison High School (REC) are committed to the development of innovative, meaningful, and challenging learning experiences that promote academic achievement for all students. As part of this commitment, CICS Ralph Ellison High School 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 CICS Ralph Ellison High School are solely reflective of a student’s level of mastery of clearly communicated instructional outcomes, which may be appropriately differentiated based upon student need.
Quarter Grades: Will be calculated based upon student performance in a variety of areas including class work, homework, participation, performance on formal and alternative assessments. This system allows for students to review and learn content, skills, and integration before demonstrating mastery.

Alternative Assessments: Include essays, projects, integrated units, lab reports and presentations; apply to sections or units as appropriate and reflect content, skills and integration.

Classwork and Homework Participation: Includes daily class work, preparation, participation, attitude and respect. Regular academic assignments include reading, writing, and research. The work will apply to sections or units as appropriate and will reflect course content, skills, and/or integration.

Homework Policy: Homework is an integral part of the learning process and plays a critical role in supporting student academic development. Failure to regularly complete and submit homework will impact both student learning and course grade.

SAT College Board Standards: Integrated and explicitly aligned according to achievement level in each core course. Will be assessed both formally and informally in class work and assessments. Assessments included PSAT-style passages that reflect SAT College Readiness Standards.

Formal Assessments: Include unit exams and the quarterly exam; designed to assess knowledge of content, skills, and integration.

Quizzes: Given on a semi-regular basis; reflect course content, skills, and/or integration.

Semester Grades: Credit bearing grades for each semester are calculated as follows:
- Quarter 1=50%
- Quarter 2=50%

Semester Exams: Cumulative (summative) semester assessments given at the end of each semester. The cumulative semester exam reflects content, skills, and integration.
Daily Schedule

The school day is from 8:00 to 3:30 PM, except on twelve (12) Wednesdays when students are dismissed early for teacher professional development. On the twelve (12) early release days, students will be dismissed at 12:58pm. Students will be assigned to one of two lunches.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>START</th>
<th>END</th>
<th>LENGTH (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Opens</td>
<td>7:15 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>7:15 am</td>
<td>7:45 am</td>
<td>30</td>
</tr>
<tr>
<td>1st</td>
<td>8:00 am</td>
<td>8:52 am</td>
<td>52</td>
</tr>
<tr>
<td>2nd</td>
<td>8:56 am</td>
<td>9:48 am</td>
<td>52</td>
</tr>
<tr>
<td>3rd</td>
<td>9:52 am</td>
<td>10:44 am</td>
<td>52</td>
</tr>
<tr>
<td>4th</td>
<td>10:48 am Lunch Start</td>
<td>11:29 Lunch End</td>
<td>11:33 Advisory Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>11:47 am Lunch Start</td>
<td>12:28 Lunch End</td>
<td>12:32 Advisory Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>12:46 pm</td>
<td>1:38 pm</td>
<td>52</td>
</tr>
<tr>
<td>7th</td>
<td>1:42 pm</td>
<td>2:34 pm</td>
<td>52</td>
</tr>
<tr>
<td>8th</td>
<td>2:38 pm</td>
<td>3:30 pm</td>
<td>52</td>
</tr>
</tbody>
</table>
Additional Academic Programming Information

Advisory: The goal of advisory is to develop socially responsible students through intentional and effective practices that support health development, academic success and post-secondary access for all students. To strengthen relationships between and among students and faculty, each student will be assigned to an advisory at CICS Ralph Ellison High School. 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. All school attendance rules apply.

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 between 9th and 12th grade in order to graduate.
- All students should complete a minimum of 10 service hours per year
- A minimum of half of all service hours each semester must be completed outside of CICS Ralph Ellison High School.
- In-coming freshman will not receive credit for any service hours accumulated prior to the first day of school at CICS Ralph Ellison High School.
- Service learning hours must be completed with a non-for-profit organization.

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.

Attendance Policies

Attendance Requirement of Credit or Promotion
The Illinois School Code requires compulsory school age attendance (105 ILCS 5/26-1.15). Valid cause for student absence shall be illness, observance of religious holiday, death in immediate family and family emergency, and shall include such other situations beyond the control of the student as determined by the Illinois School Code, Article 26-1, requires those who have custody or control of any child between the ages of 7 and 17 to cause such child to attend school the entire time it is in session during the regular school term.

In the event of any absence, the student’s parent/guardian is required to call the school at High School at 773-478-4434 to explain the reason for the absence. If a call to the school has not been made by 10:00 a.m. on the day of the absence, an automated phone call will be placed to a parent/guardian to inquire as to why the student is not in attendance. A signed note must be turned into the office within three days of the student’s return to school in order for the absence to be considered excused, even if the absence was phoned in by a parent.

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, they have 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. Students and families are required to keep the school informed of changes in home and/or work phone numbers.
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 one week 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**
An excused absence can be defined as, but is not limited to:
1. Students absent due to a valid cause as per Illinois School Code (see above).
2. Medical appointment verified by a medical note.
3. Illness confirmed by a medical note.
4. Illness confirmed by a note from a parent/guardian (parent/guardian verified absences may not be excused if total absences are in excess of 10 days per semester).
5. College days for Seniors Only – Limit of two (2) campus visits per school year – Must be verified by college or university. Additional days may be granted by an administrator.
6. Observance of a religious holiday.
7. Court appearance demanded by official summons or subpoena verified by court.
8. Funeral (confirmed with a parent/guardian note or memorial leaflet).
9. School sponsored activities, i.e. field trips, athletic events or scholastic competitions.

**UNEXCUSED ABSENCES**
An unexcused absence can be defined as, but is not limited to:
1. Any absence that is not confirmed with a parental/guardian, medical, or college note within the two day grace period.
2. Truancy.
3. An illness which last for more than two consecutive days that is not verified by a medical note.
4. Vacation days taken with family (credit will be given if student meets the expectation of the School Director and classroom teachers).
5. Personal reasons or business.
6. Failure to attend because of transportation problems, unless transported by school bus.

**Reporting Absences:** If a student is going to be absent from school, a parent or guardian must call the school between 7:00AM and 10:00AM to report the absence at 773-478-4434. If a call to the school has not been made by 10:00 a.m. on the day of the absence, an automated phone call will be placed to a parent/guardian to inquire as to why the student is not in attendance or 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. A signed note must be turned into the office within three days of the student’s return to school in order for the absence to be considered excused, even if the absence was phoned in by a parent.

**Excessive Absences:** Because of the importance of class participation, excessive absences may result in lowered grades. When a student misses five days in a quarter, his/her parents may be called to school for a conference. Any with excessive absences in a semester may not receive credit in that class as absences impede academic performance.

**Extra Curricular Participation:** Any student who is not in school at the start of the school day or leaves school will not participate in practice or any extra-curricular event that night. Students who leave school because of sickness, who are tardy or absent for any reason other than for medical appointments, or who miss school because of college visits or funerals (all must be verified) will not be allowed to attend or participate in extracurricular activities or practice on the same day. This pertains to that day only.
Home/Hospital Instruction: If 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 a medical condition, the student qualifies for home/hospital 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/hospital instruction services, contact the CICS Ralph Ellison High School Case Manager.

Perfect Attendance: Students are eligible to be recognized for perfect attendance if they have been present for every day during the school year. However, four tardies for the year disqualifies the student from perfect attendance.

Tardy to School: 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 to school should receive a pass from the main office before proceeding to class. A student not in their class at the bell is considered tardy. Students may receive a 30 minute after school detention for being tardy to school. Students with excessive tardies may be issued additional consequences including a parent/administrator conference to remediate the concern. 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 dean.

Chronic tardiness to school is a serious academic concern. Parents of chronically tardy students will participate in meetings with school staff to remedy the concern. Failure to remedy the concern may lead to academic probation.

Late to Class: Punctuality demands that scholars be present in classrooms and ready to begin class on the second bell. Scholars are should be in full uniform and have all of their class materials when entering their classrooms. Any scholar not in the classroom by the bell is considered late for that class. Chronic lateness to class may lead to more serious disciplinary consequences and a parent conference.

Quarter and Semester Exams: Students who are tardy or absent for exams must arrange a time to make-up their exam with their teacher. Tardy students may not be permitted into their regularly scheduled exam classroom.

Absent students are required to schedule make-up exams with their teacher immediately upon return to school. Any student who fails to schedule or misses a make-up exam will receive no credit for the exam. Students who are sent out of an exam for behavioral disruptions will not be permitted to take their regularly scheduled exam for that period. They are required to schedule their make-up exam with the dean.

Early Dismissals: CICS Ralph Ellison High School is a closed campus; once a student arrives at school, he/she may not leave the campus. No student may leave the building before dismissal without early dismissal permission. 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 emergency contact. Exceptions may be made if the student has driven himself/herself to school. Early dismissals are strongly discouraged before 11:00 AM and after 2:00 PM.

Leaving school early for work, job interviews, leisure or travel are 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 absence. The Office Manager will review this request. Whenever possible, appointments should be scheduled so as not to interfere with the school day. In the event of an unavoidable scheduling conflict, the following procedure is to be followed:

1. The student presents the request to the Office Manager for review, the office manager approves or denies the request
2. If approved, the Office Manager makes out an Early Dismissal slip, and places the approved written request in the main office for filing.
3. Early dismissals without prior written notice may not be granted.
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 dismissal to be excused.

**Truancy**: Absence from any class-period or any part of the school day without permission or a legitimate reason is strictly prohibited and will be considered truancy.

# Health & Wellness Policies

## CICS Wellness Policy 2019-2020

Chicago International Charter Schools (CICS) is committed to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the SFA and its recipient agencies that:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet at a minimum, the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all campuses in our school will participate in available federal school meal programs including the School Breakfast Program, the National School Lunch Program, the After School Snack Program and the CACFP At Risk Supper Program at various sites.
- The school will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs, and with related community services.

**TO ACHIEVE THESE POLICY GOALS:**

### I. Wellness Advisory Council

SFA will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. The council will consist of students, staff, parents and the FSMC.

The Food Service Director will convene the advisory council at least 3 times per year and will facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

CICS will retain records to document compliance with the requirements of the wellness policy at the network office.

At least once every three years, CICS will evaluate compliance with the wellness policy to assess the implementation of the policy. CICS will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as CICS priorities change; community needs change; wellness goals are met; new health science,
information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

CICS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer’s specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within CICS participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional programs the individual schools may elect.

Meal Times and Scheduling

• will aim to provide students with at least 15 minutes to eat for breakfast and 20 minutes for lunch.
• will aim to schedule meal periods at appropriate times.
• when feasible, will schedule lunch periods to follow recess periods
• will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
• will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Qualifications of School Food Service Staff. CICS will hire a Food Service Management Company to administer the school meal programs. As part of the food service management company’s responsibility to operate a food service program, they will provide continuing professional development for all nutrition professionals in school. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. The School will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies

Competitive Foods and Beverages. All a la carte items will meet or exceed the USDA Smart Snack requirements. Students and parents are not permitted to bring/eat/order food from fast food restaurants during the school day.

Celebrations and Rewards. All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. - Schools are encouraged to share successful healthy celebrations/activities through social media or school newsletters. A healthy celebrations list is provided for all campuses to share with their families.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. CICS aims to teach, encourage, and support healthy eating by students. The School will provide nutrition education and engage in nutrition promotion that:
• is offered at each grade level as part of a sequential, comprehensive, standards based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
• includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities;
• promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
• emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
• links with school meal programs;

Communications with Parents. The school will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The School will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. Students and parents are not permitted to bring/eat/order food from fast food restaurants during the school day.

IV. Physical Activity Opportunities and Physical Education

CICS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students will be provided equal opportunity to participate in physical education classes. CICS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Nondiscrimination Statement. In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) fax: (202) 690-7442

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.
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 student 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. pink eye

Illness at School:
If a student does not feel well enough to attend school and actively participate in the educational program, the scholar 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. Scholars may not contact parents directly; all communications must go through the nurse and Main office.

The school nurse 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. Student should present the pass to the teacher from whose class he/she was absent or tardy. In the event of serious, persistent or visible student illness, school administrators may withhold a student from returning to class.

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 Ralph Ellison Charter School is obliged to notify the proper medical and emergency authorities, set aside an area where the sick/injured scholar can be taken and notify the scholar’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 scholar to a designated medical facility. The school nurse or appointed designee will make every effort to provide support, assistance and resources to the scholar until medical attention is secured.

Administration of Medication: Prescription medication which must be taken during school hours must be reported to the school nurse or other specifically designated location and the required physician’s note for administration or prescription shall be placed in health related information record. 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. Students are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications. Medication should be taken in the presence of the school nurse or designee or as prescribed by the treating physician as in the case of self administered Epi-Pens and asthma medication. Such information might be of vital importance should the student require emergency treatment.
The nurse or 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 students’ name, name of medication, doctor’s name and phone number, pharmacy and phone number should be kept in the nurse’s office. 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 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 Ralph Ellison Charter School, 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 to.

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

**Elevators:** Students must have a doctor’s note and confirmation from the school nurse to receive an elevator pass. Any student using the elevator without a pass will be subject to disciplinary action except for students who have access via the student’s IEP or 504 Plan.

**Records**
All students entering in 9th grade or transferring into CICS Ralph Ellison or the first time must submit proof of a health examination and immunizations 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 Ralph Ellison 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.

**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 and secure 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 according to 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
- 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-SR)
- 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).
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 persistent severe 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, bullying, 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 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 (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)
- Theft, loss or destruction of personal or school property that costs less than $150.00 (C2-T)
- Using, possessing, selling or transferring tobacco products (C2-TO) 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 three days out-of-school suspension and teacher-parent conference. Students may be subject to out of school suspension for 3 days 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’ staff and/or Board of Directors. 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 (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)
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, drug paraphernalia or look alike contraband/drugs, or use of any substance for the purpose of intoxication in or before school or a school-related function. (C3-AD)
- Arson (C3-ARS)
- Any act that endangers the safety of the other students, teachers or any school employee (C3-END)
- Creating a false fire alarm or making a threat to create a false fire alarm (C3-FA)
- Sex Violations—Engaging in sexual activity or inappropriate touching (C3-FS)
- Gambling (C3-G)
- Participating in gang activity or overt displays of gang affiliation (C3-GA)
- Hazing (C3-H)
- 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 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 (C3-HA)
- Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexual suggestive images through information technology devices, or other sexual activities which may or may not involve the use of force.
- 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)
- Indecent exposure (C3-SM)
- Theft, loss or destruction of personal or school property that costs more than $150.00 (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: firearms or look-alikes, knives, brass knuckles or fireworks 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. Students may be subject to out of school suspension for 3 days or more 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 for longer than 3 days must 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

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. School staff, in consultation with the school administration, 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 will facilitate a reinstatement meeting of students who are suspended out-of-school, expelled, or returning from alternative school setting.

● Students are allowed to 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 will be provided all information and summaries for suspensions and expulsions.

● For out-of-school suspensions for 3 or more 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.

If a student or parent/guardian is unsatisfied with the suspension, the student and guardian may present his/her version of events to Regional Manager/Director for the School Management Organization that manages the campus on behalf of the Chicago International Charter School. 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. If unsatisfied with the response of the campus principal, 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. Suspension and Expulsion: Students suspended and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

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

The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student’s parents or guardians, the student’s attorney, at least one school official, and the Board’s attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student’s guardian must be obtained prior to the meeting. 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 facilitating 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, it is a permanent expulsion so that the student may not return to any Chicago International Charter School campus for a definite period of time not to exceed 2 calendar years. The CICS Board/Board Designee may expel a student with disabilities for a definite period of time 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. Second, the parent and/or student may request a meeting with the CICS Board Executive Committee on the day of the next scheduled CICS Board meeting for appeal. The Board will 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.

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, disciplinary action, and/or legal action. Should a student’s access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network.

CICS uses filtering software to screen Internet sites for materials that are obscene, pornographic or harmful to minors. The Internet is a collection of thousands of worldwide networks and organizations that contain millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate
material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk and CICS and the Chicago Public Schools (CPS) and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a student gains access to inappropriate, obscene, pornographic and/or harmful material, CICS, CPS and the City of Chicago will not be liable. To minimize these risks, 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.

Use of 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 material, 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 the a student, a school employee or any school-related personnel or damage to the student, a school employee or any school-related personnel’s 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 district. Be sure that all content associated with you is consistent with your work and with the district’s professional standards.
- Your responsibility: What you write is ultimately your responsibility. Participation in social media on behalf of CICS is not a right but an opportunity, so please treat it seriously and with respect. Be careful and considerate when dealing with others.
- Take responsibility. If you make a mistake, admit it. Be upfront and make your correction quickly.
- Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don’t. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

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

**GENERAL INFORMATION**

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

- May keep a free account on the CICS network as long as he or she is a student in CICS.
- May use the Internet to research assigned classroom projects.
- May use the Internet to send email to other users of the CICS network and to people around the globe.
- May use the Internet to explore other computer systems.
- Does not give his or her password to another person.
- Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email.
- Understands the Policy before logging on.
- Understands that if the Policy is violated, the student’s account on the CICS network will be revoked.
- Understands that if he or she is removed from CICS’ network by a school faculty member that he or she has the right to appeal the removal within thirty- (30) days, in writing, to the Principal of the school; the CICS Principal’s decision 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.

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).

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.

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

When a faculty member determines that a student has made an inappropriate use of computer equipment or the Internet the faculty member may remove the student from the CICS network. The student may appeal the decision to the Principal of CICS Ralph Ellison 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 in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773-553-1905) is absolutely 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

---

1 All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.
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 33 in this document.
The bullying of one student by another student on school property, in school vehicles, at designated school bus stops, at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology or devices of a local school system is prohibited.

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

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

**Scope**

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

Bullying is prohibited:

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

**Definitions**

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

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

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

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

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

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

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

Responsibilities of Students, Parents and Guardians

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

Investigation

1) The Principal 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 Principal grants an additional 5-day extension due to extenuating circumstances. The Principal/Designee shall document the extension in the investigation report (attachment A) and shall notify the parties involved. Designee shall notify the Principal upon completion of the investigation report as soon as possible.
3) The investigation shall include:
   a. Identifying the alleged perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
   b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
   c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target’s education was affected.
   d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
   e. When appropriate, preparing a Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.

4) Document the details of the investigation. (Attachment C).

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

Notification

On the same day the investigation is initiated, consistent with federal and state laws and rules governing student privacy rights, the Director/Designee shall report to the parent/legal guardian of all known involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool. Upon notifying the parent/legal guardian of the occurrence of any alleged incident of bullying, the Principal/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 Principal/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 Principal/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 Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/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 Principal/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 a policy evaluation to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.
ATTACHMENT A
Chicago International Charter School (CICS)
Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Victim or Target Information

CICS Campus: _________________________

Name(s) and grade(s) of Victim/Target:
____________________________________________________________________________________
____________________________________________________________________________________

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _________________________________________________________

Relationship to Victim/Target: _____________________________________________________________

Phone: _________________________ Email Address: _____________________________________

Incident Information

Name(s) of accused bully(ies) OR description (if name(s) unknown): _____________________________
____________________________________________________________________________________

Location of incident: ___________________________________________________________________

Date and time of incident: _______________________________________________________________

Approximate dates, times, and frequency of prior incident(s):___________________________________

Describe what happened and who was present in as much detail as possible (*Required Information):
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Date of submission: ________________________

38
AFTER SCHOOL DETENTION

After school detentions may take place on any day, Monday-Thursday for thirty (30) minutes or two (2) hours depending on the infraction. Students may be expected to complete assignments related to the disciplinary issue that resulted in the detention. They are also expected to be engaged in completing homework. They are also expected to complete schoolwork. There is no cost for students who serve an after school detention. However, students who fail to serve their detention will be subject to additional consequences including but not limited to Silent Study Hall, a make-up detentions, in/out of school suspensions or loss of extracurricular activities for the following week including dances and special events.

Any student that receives an in-school or out-of-school suspension will lose all extra-curricular activities including dances, dress down days, or after-school sports for the duration of the suspension.

Dress Code

This system is designed to address minor infractions of the Code of Conduct. The CICS Ralph Ellison High School dress code creates a sense of team and unity within the CICS Ralph Ellison High School community. CICS Ralph Ellison High School students take pride in their appearance. Our dress code teaches scholars how to appropriately and respectfully represent themselves as young leaders in the world we live in. 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 Ralph Ellison High School uniform is described below. Clothes must be in good condition and may not have loose, ripped or torn hems or sleeves. In addition, students are expected to have their shirts and necklaces/chains tucked in at all times throughout the course of the school day. Students who violate the student dress code will be required to correct it before going to class and are subject to behavior consequences in the case of repeated offenses.

STUDENTS ARE NOT ALLOWED TO WEAR GAME UNIFORMS OR SPORTS APPAREL UNLESS ANNOUNCED AND APPROVED BY THE PRINCIPAL.

- **Pants**  
  Khaki pants with an appropriate, business-casual fit, of full length. Cargo pants and leggings are not acceptable. Pants must have belt loops and may not excessively baggy or excessively tight. Pants may not have holes. **Pants must be pulled up to the waist at all time so that undergarments are not exposed.**

- **Skirts/Shorts**  
  Knee-length skirts, skorts, and shorts are permitted. Skirts, skorts and shorts must pass the “middle fingertip test”. No cargo shorts or "Dickies" are permitted. Tights and leggings may be worn under skirts only.

- **Shirt/Polo**  
  School-issued shirt or polo must be worn, with the designated CICS logo. **Official school polos are offered in navy blue for under-classman or maroon for seniors.**

- **Undergarments**  
  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. Forms of outer wear may not be worn under the school issued polo.
Shoes
Closed-toe shoes.
Flip-flops, slides, or open toed shoes are prohibited at all times.
Shoes with laces must be tied. Shoes must have backs, covered toes, and heels must be no more than 3 inches in height.

Sweater/Sweatshirt
School issued sweaters or sweatshirts, with the designated CICS logo may be worn.

Gym
Required PE uniform must be worn at the specified time.

Body Piercing
Earrings and body piercings are permitted for high school students. Earrings may not contain or display any words or images that are not appropriate for school or deemed offensive. 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 it during the school day.

Students are permitted to wear stud earrings only. Facial piercings are limited to studs.

Accessories
Jewelry/accessories with fake guns, bullets, daggers, spikes, other weapons strictly prohibited.
Oversized and excessive amounts of jewelry, body glitter, wallet chains and tattoos 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 deemed inappropriate will not be permitted.

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

IDs
High school students must wear ID. The ID must be visible at all times.
An issued ID must be worn, on a lanyard, at all times. Student must pay a $5 fee to replace any damaged/lost ID.

Spirit Days
Fridays will be designated as “spirit days” where students may wear CICS Ralph Ellison High School-sponsored items. Students who are not in Ellison sponsored gear will need to be in full uniform.

Dress Down Days:
Students are required to follow campus specific dress down rules.
For all dress down days, students given permission to “dress down” must wear modest, appropriate, and non-distracting clothing suitable for the classroom environment. Students are not allowed to wear ripped clothing of any kind, leggings or jeggings, tops with spaghetti straps, sleeveless tops, one-shouldered tops or non-school hoodies. If any of student’s midsection is showing at any time dress is considered inappropriate. Skirts and shorts must must pass the “middle fingertip test”, and pants must be worn at the waist. Shirts must be appropriate and cannot display vulgar or inappropriate language or pictures.
CICS Ellison Student Uniform Guide

What to look for

Additional Student Policies

**Personal Property:** CICS Ralph Ellison High School provides lockers for all personal property. If property is stolen, security will do everything possible, within reason, to assist students in recovering lost property.

**Drinks/Food:** Students may be allowed to have water (only) in the classroom. Students are allowed water in a clear water-bottle only. No juice of any kind is allowed. Students that are using computers or are in a lab class will not be prohibited to bring water in that area. Food in the classroom is prohibited.

**Lockers:** Lockers are provided to students to store coats, lunches, schoolbooks and materials. A locker is school property, and the school reserves the right to search lockers with reasonable suspicion to do so. If a locker is broken or malfunctioning, it is 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.** If students are found sharing a locker they may be subject to discipline. Students may not share lockers or locker combinations with other students. Students are responsible for any and all materials and possessions found in lockers. Students should keep only school related materials in school lockers.

**Mobile Phones/Electronic Devices:** All electronic devices should be secured in student’s individual locker throughout the school day. CICS Ralph Ellison High School is not responsible for the theft, loss or damage of any electronic device and students are encouraged to leave them at home. **Parents should call the main office in the event of an emergency, and are discouraged from calling or texting the student’s cell phone.**

**Driving:** Students who drive to school must follow safe driving rules. The Student Code of Conduct applies to travel to and from and school and reckless and aggressive driving will not be tolerated. Students are **NOT** allowed to park in staff parking lots. Students or unidentified vehicles will be towed at the owner’s expense.
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. Students who accumulate a specified number of Code of Conduct violations may require a personal parent/guardian chaperone in order to attend the fieldtrip. Students who violate rules while on a field trip may require a personal parent/guardian chaperone for subsequent field trips. Students must have a signed permission slip in order to attend field trips, verbal consent is not allowed.

Loss of Privileges: Students who are habitually late or students who are placed on discipline agreements may lose privileges until the issue is resolved. 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.

Model Release: By signing this handbook form, parents/guardians are granting to CICS Ralph Ellison High School 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, on-line 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 Ralph Ellison High School and their legal representatives and assigns from all claims and liability to said photographs. If you wish to opt out of this release, please submit a written letter to the school Director/Principal.

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 material or parental status – including pregnancy that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures or the law. If this occurs, it is the responsibility of both parties 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 contacted 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 grievant student does not feel comfortable addressing the staff member with whom he/she has the conflict. The student may skip to step two.
Step Two: If there is dissatisfaction with the decision or if it 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 the response given by the Assistant Principal seems unreasonable to the student, he/she should then submit a written request for a meeting with the 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 hearing, a decision will be communicated in writing to all involved parties.

Student Services

The Student Services Department at CICS Ralph Ellison High School 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.

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

Students in Temporary Living Situations (STLS)/Financial Hardship: Every child and youth in temporary living situations shall have equal access to the same free, appropriate education and programs as is provided to other children and youth. No child or youth in a temporary living situation 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 Ralph Ellison’s 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.

Mandated Reporting: All faculty and staff of CICS Ralph Ellison High School are mandated reporters. If there are accusations, allegations or evidence of abuse or maltreatment, all staff is required by law to contact DCFS. In such cases, we are not required to contact the parent or guardian. If a student threatens injury to him/herself or others the proper authorities will be notified immediately.
Additional School Services, Policies and Information

**Lost and Found:** This department is located in the dean’s 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:** The school will provide order forms for students to purchase student rider permits directly from VENTRA.

**SCHOOL VISITOR POLICY:** CICS Ralph Ellison High School 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 either 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. Visitor passes must be displayed in a clearly visible location and worn at all times and need to be returned to the main office upon 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 Principal 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 taping 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 Ralph Ellison High School may not bring guests to school.
- CICS Ralph Ellison High School reserves the right to deny any individual the right to visit the school.
- 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 Ralph Ellison High School 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.

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 records 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:
   a) The student attains 21 years of age or
   b) The student attains 18 years of age and declares himself or herself financially independent of his or her parents.
4. 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.
5. Whenever a parent or student desires a copy of 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 Ralph Ellison 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 Ralph Ellison.
2. Temporary records will be retained for at least 5 years after the student leaves CICS Ralph Ellison.
3. CICS Ralph Ellison will review a student’s temporary record every 4 years and when a student changes attendance centers.
4. For students with a disability, CICS Ralph Ellison may, after five (5) years, transfer to the parents (or student if he or she has succeed to the rights of the parent) Special Education Records which may be of continued assistance to the student.

**Extra Curricular Activities**

All after school activities are held in specified locations and supervised by adults. All students MUST be in the designated location for their after school activity by 3:45 PM or they will be escorted out of the building and considered trespassing if found on premises without an adult. Student will only be allowed to wait inside when temperatures drop below 32 degrees.

**Athletics:** CICS Ralph Ellison High School recognizes the importance of athletics in the development of young men and women. CICS Ralph Ellison 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 an annual sports physical on file with the school, and meet eligibility requirements by maintaining acceptable behavior, regular attendance, and good academic standing.

Students must 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 grade checks, run every Friday. A student who is failing any class is ineligible for a period of one week (defined as Saturday through the following Friday). If a student improves 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.

**Extracurricular Eligibility:** The CICS Ralph Ellison High School campus 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 (defined as Saturday through the following Friday). 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 Friday afternoon following the weekly report confirming that the student is passing all courses.

**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 and sign-in for all scheduled meetings of the clubs and organizations to which they belong. Repeated unexcused absences from meetings may result in removal from the club roster.

**Club Membership:** CICS Ralph Ellison High School 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.

**National Honor Society:** Juniors and seniors who excel in scholarship, character, leadership and service may be nominated by CICS Ralph Ellison High School 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 D’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 Ralph Ellison High School. 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 in 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 Ralph Ellison High School 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.

**Parent Organization**

In support of the values and the mission of the Chicago Charter School Foundation, CICS and CICS Ralph Ellison High School, 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 CICS Ralph Ellison High School

All parents or legal guardians of a registered student of CICS Ralph Ellison High School are automatically “Members” of the Ralph Ellison High School Parent Organization. Communications regarding activities and opportunities for are sent periodically.

**Custody Issues**

In cases where parents are divorced or separated, Ralph Ellison will assume a student’s parent has unrestricted access to the student and the student’s records. 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.

**Asbestos Public Notice**

In accordance with the US EPA AHERA regulations, CICS Ralph Ellison High School’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.