

---

# BOY'S LAB

## FAMILY HANDBOOK

ALPHA COHORT 2019-2020

---



---

**“Our mission is to serve boys and young men of color. To empower them to close the artificial achievement gap through positive relationships – amongst their peers and teachers – and to create an academic environment that promotes a safe, joyful and engaging learning community.”**

---

## Quick Facts

**School Hours** — Monday through Friday Schedule:

7:30 am	Doors Open (Optional Breakfast)
8:30 am	Morning Meeting
9:00 am	Instructional Schedule Begins
3:20 pm	Closing Circle
3:30 pm	Student Life (Edification) Programming Begins — <b>Arts + Athletics, Chess, Maker Spaces</b>
5:00 pm	Student Life Programming Ends

### Breakfast Information

Students may enter the building at Door #8, through the gated courtyard. Breakfast begins at 7:30 am and ends at 8:00 am. Families who arrive to Boy's Lab prior to 7:30 am will be required to wait in their cars with their children to ensure safety.

### Student Arrival

We assume the supervision of all students at 7:30 am, and instruction begins promptly at 8:30 am. Unsupervised students are not allowed on campus grounds prior to 7:30 am.

The regular school day begins at 8:30 am. Doors are not opened and supervision is not available until 7:30 am. Students are not to be dropped off prior to that time. Programming concludes at **5:00pm**, at which time, scholars are to be picked up by an authorized parent/guardian or designee. Late pick-ups will result in a late fee being assessed (\$10 per 30 minute period). *If you know that you will be late, please contact the Sensei or Engineering Instructor.*

### Tardy Policy

School begins promptly at 8:30 am. It is imperative that your child is at school by 8:30 am. Students not in their assigned classroom by 8:40 am will be marked tardy. All students must stop in the main office to obtain a tardy slip. Students receive an unexcused tardy when they do NOT present a qualified note (e.g. from doctor/dentist) stating that they had an appointment that morning. This written documentation must be presented at the time of check-in at the classroom.

---

## Absences

Your child's attendance is an essential component to their success in school. Absences will only be recorded as excused if a student brings in documentation from a doctor or dentist, court date, or funeral. All other absences will be recorded as unexcused.

- 3 unexcused absences will result in a parent phone call/note home from the Microschool Leader
- 5 unexcused absences will result in a parent conference with the Microschool Leader
- 7 and beyond will result in a parent conference with the Microschool Leader and an Attendance Action Plan

**Students with 17 or more combined unexcused or excused absences are at risk of retention in the same grade.**

## Early Dismissals

If your child needs to be excused from school before the regular dismissal time, an authorized adult must submit a request prior to 2:00 pm, on the day of dismissal. Our staff may only release your child to an adult whom the parent authorizes on the Student Emergency Form, or a student who attends CICS Longwood. Please update this information as your family situation changes. All information will be kept confidential in the student's file.

**Address** — 1309 W. 95th Street, Hackman Hall, Chicago, IL 60643  
Entry Door #8, located near 9552 South Throop Street, Chicago, IL

**Phone Number** — (312) 805-1116

**Website** — <http://www.boyslab.online>

**Social Media** — Facebook: @boyslabchi  
Twitter: @boyslabchi  
Instagram: @boyslabchi

---

## History & Identity

Founded in 2017 by Dr. Richard Glass, Jr., Boy's Lab began as a micro-school within the CICS Network. Boy's Lab is an innovative, three-year cohort, single-sex laboratory classroom, purposed to provide an inquiry-based academic program for boys, beginning in fourth grade. Single-sex schools build strong teacher-scholar and scholar-scholar relationships, which leads to an improved self-image. Strong relationships are essential to raising the achievement level of Black males in urban schools.

## Philosophy & Purpose

At Boy's Lab, scholars are exposed to a rigorous curriculum — guided by the Understanding by Design conceptual framework. Scholars learn in an environment that focuses on the student's individual learning needs, where learning and teaching are personalized. Scholars commit to participating in the Cohort Model, a three-year learning group which allows the teacher to follow each child through critical benchmarks in their elementary years, preparing them for academic success and a successful transition to selective high schools.

Not all education can and should happen in the classroom. From learning about their own and other cultures first-hand to seeing where historical events took place with their own eyes, educational travel gives scholars the opportunity to deepen their understanding of art, science, history, and culture. Boy's Lab will partner with EF Explore America to provide three life-changing educational excursions during their cohort experience. Finally, Boy's Lab offers Taekwondo and Basketball as extracurricular activities. Martial arts enhances self-esteem by heightening the physical and mental powers of participants. The basketball program focuses on skill development, sportsmanship and teamwork. Our athletic clubs serve as an extension of our rigorous academic programs, utilizing sports to mentor, motivate and inspire our scholars.

## Location & Facilities

The School is housed in Hackman Hall of the CICS Longwood Campus , which is located at 1309 W. 95th St., in Chicago's Washington Heights community. Our school is located within the Longwood Middle School building and adjacent to Longwood High School.

## Partnerships

### **Project LEAD at the University of Illinois at Chicago**

Project LEAD aims to prepare special educators and social workers with knowledge, skills, and dispositions in their respective programs to earn initial certification and improve outcomes for adjudicated youth with disabilities in temporary detention center schools and middle and high schools in the Chicagoland area. Dr. Glass is an inaugural scholar and will implement evidence-based practices (EBP) while serving scholars in general and special education academic programming.

### **Michigan State University – Department of Teacher Education**

The faculty and scholars within Michigan State University's Department of Teacher Education have a broad set of interests. They do research on teacher learning and professional development, science education, social studies, literacy and English, English language learners and immigrants, special education, mathematics, foundational issues - like philosophy and history or sociology. They ask questions about curriculum, instruction, teaching, learning, textbooks, schooling, educational reform, and policy. Their approaches to scholarship are

---

equally diverse, and faculty use a wide range of methods to interrogate these important social and education issues.

Associate Professor Chezare Warren’s research interests include urban teacher preparation, culturally responsive teaching, and critical race theory in education. He has studied the utility of empathy for White female teachers’ cross-cultural interactions with Black boys—work for which he received the 2014 Outstanding Dissertation Award from the American Association for Colleges of Teacher Education (AACTE). Currently, he is looking to examine the school conditions and teacher dispositions that produce high academic outcomes for scholars of color, particularly Black males in K-12 education contexts.

### **Argument-Centered Education**

Boy’s Lab will partner with Argument-Centered Education, which was created by one of the leading architects of the movement to bring academic debate to urban school systems around the country, with the support of some of the most influential voices in argument pedagogy, in order to achieve college-readying rigor and engagement in K-12 classroom by helping teachers build instruction around argument.

To learn more about ACE, visit <http://argumentcenterededucation.com>

### **EF Explore America**

Boy’s Lab will partner with **EF Explore America** to provide scholars with three life-changing educational excursions during their three-year learning cohort experience. EF Explore America’s philosophy is: the best way to help scholars gain new perspectives and build skills for the future is through experiential learning. *Every EF Explore America tour is designed to:*

- Transform perspectives through experiential learning
- Foster an appreciation for different cultures
- Enhance critical thinking, problem solving, communication and collaboration
- Develop leadership skills to successfully & confidently navigate new experiences
- Bring classroom lessons to life

## **School Model**

Boy’s Lab serves 30 male scholars of whom 100% are Black and approximately 80% are low income as defined by federal standards for Free and Reduced Lunch eligibility. The 3-year cohort will begin in the 4th grade and conclude in the 6th grade with the aim of 100% matriculation to Chicago’s highly competitive select enrollment public high schools.

Boy’s Lab curricula promise to be culturally relevant and responsive, which will reinvest boys in the educational process, leading to increased academic, social, and emotional realization.

Boy’s Lab (BL) will incorporate Social Emotional Learning curricula into the academic program, focusing on the specific needs of BL Scholars. Through the implementation of Responsive Classroom principles, forging healthy interpersonal relationships, and ensuring that the classroom is grounded in scholars’ strengths and assets, Boy’s Lab will respond to scholars’ awareness.

# Impacting the Education Field through Teacher Recruitment & Development

Boy's Lab will partner with *Phi Delta Kappa* and *Educators Rising* in a strategic effort to inspire the next generation of Black Male Educators to enter into the field of education. BL will sponsor Chicago's first all-male chapter of Educators Rising, which is a national organization that cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.

WEEKLY ACADEMIC SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45AM - 8:30AM	Before Care	Before Care	Before Care	Before Care	Before Care
8:30AM - 8:45AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:45AM - 9:00AM	<b>Morning Meeting</b> Self-Awareness	<b>Morning Meeting</b> Self-Management	<b>Morning Meeting</b> Social-Awareness	<b>Morning Meeting</b> Relationship Skills	<b>Morning Meeting</b> Decision Making
9AM - 10:30AM <b>ELA BLOCK</b>	<b>Wit &amp; Wisdom</b> English Language Arts Curriculum by Great Minds				
10:30AM - 10:45AM	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>
10:45AM - 11:45AM	<b>Arts &amp; Wellness</b> Physical Education	<b>Arts &amp; Wellness</b> Visual Arts	<b>Arts &amp; Wellness</b> Physical Education	<b>Arts &amp; Wellness</b> Making	<b>Arts &amp; Wellness</b> Health Education
11:45AM - 12:15PM <b>MATH BLOCK I</b>	<b>Eureka Math</b> by Great Minds Fluency Practice + Application Problem				
12:30PM - 1:00PM	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1:05PM - 1:30PM	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>
1:30PM - 2:30PM <b>MATH BLOCK II</b>	<b>Eureka Math</b> by Great Minds Concept Development + Exit Ticket				
2:30PM - 3:20PM <b>STEAM BLOCK</b>	<b>PhD Science</b> by Great Minds	<b>Legal Synthesis</b> by ThinkLaw	<b>PhD Science</b> by Great Minds	<b>Legal Synthesis</b> by ThinkLaw	<b>PhD Science</b> by Great Minds
3:30PM - 5:00PM <b>DISMISSAL + STUDENT LIFE</b>	Athletics + Arts 5:00 pm Dismissal	Chess 5:00 pm Dismissal	Athletics + Arts 5:00 pm Dismissal	Chess 5:00 pm Dismissal	Athletics + Arts 5:00 pm Dismissal

To learn more about EdRising, visit <http://educatorsrising.org>

## Annual Programming

- Biannual Family Nights
- Quarterly Parent Meetings
- Quarterly One-on-One Academic Conferences
- Father/Son March Madness
- Mom Prom (Pre-Mother's Day)
- Quarterly Scholar Field Trips

---

## Leader's Camp

At the start of each year, scholars will participate in the **Leader's Camp**, which serves as the culminating activity for Pre-Academy. Leader's Camp will help scholars develop a sense of confidence and learn that the goal of leadership is a tool for personal empowerment. They will develop skills and capabilities that include: 1) speaking up in class, 2) solving problems creatively, and 3) communicating with confidence.

**Y1:** August 17 - 19, 2018

**Y2:** September 4 - 6, 2019

**Y3:** September 9 - 11, 2020

\* Parent chaperones must complete a background check.

## Induction Ceremony

Scholars and families will participate in the Boy's Lab Induction Ceremony, which is an extraordinary event to mark the formal entry into the cohort learning experience, and will begin the process of formalizing the brotherhood amongst scholars. *Only held the first year.*

## Summer Literacy Program

Scholars will be required to engage in summer reading, targeted to their specific grade level. **SLP** is designed to boost the grade-level reading skills of Boy's Lab Scholars. BL Scholars will engage in book talks and projects involving the summer reading during Pre-Academy, each year.

## Culminating Ceremony

Scholars and families will participate in the Boy's Lab Culmination Ceremony at the close of Year 3.

## Academic Guidelines

**The goals of Boy's Lab includes** providing a learning environment that 1) allows all scholars the opportunity to develop a balanced approach to learning by strengthening their verbal, spatial, kinesthetic, auditory, and iconic skills; 2) provide a place where scholars can explore different ways of learning to expand their learning skills; and 3) provide an atmosphere where scholars are the stars.

This is accomplished through providing a rigorous curriculum that is guaranteed and viable. Only research-based curricula have been selected for use in our classroom, and scholars will be exposed to instructional strategies that foster differentiation and personalization of our scholars' learning experiences.

Instructor(s) will utilize the Gradual Release of Responsibility framework, which is built on evidence about how learning works.

Source: James, A. N. (2015). *Teaching the Male Brain: How Boys Think, Feel, and Learn in School*. Thousand Oaks, CA: Corwin.

---

## Grading Scale

**Scholar academic achievement and effort are indicated by letter grades as follows:**

### Numerical Grading Scale:

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C -
65 - 69	D
0 - 64	U

### Effort Scale:

E — Excellent
S — Satisfactory
U — Unsatisfactory
Y — Improving
X — Grade affected by lack of data

Scholars will also have standards-based narratives on **OTUS**, for parents and scholars to review each grading period. *Standards-Based Grades can be accessed by logging on to your OTUS Data Portal.*

## Assessments and Standardized Testing

All CICS students in Kindergarten through 8th grade will be given formal assessments. At the beginning, middle, and end of the school year, students will participate in the NWEA MAP (Northwest Evaluation Association: Measures of Academic Progress) assessment. This computer-based assessment will address both Math and Reading. Students in 3rd-6th grade will also be assessed in Science. Information regarding dates of testing, how to prepare for testing, and final score information will be relayed to parents/guardians as testing approaches. If you would like more information about this assessment, please visit [www.nwea.org](http://www.nwea.org).

## Progress Reports and Report Cards

Students will receive progress reports regularly. This information will give students the opportunity to improve or maintain their status before the Quarterly Report Card is finalized. If a student's grade drops after the progress report has been rendered, the parent or guardian will be notified. Boy's Lab is a semester-based academy. Students will only receive a report card at the end of the 1st and 2nd Semesters. Mid-semester progress reports will be issued to parents. The first progress report will be distributed during a Parent-Student-Teacher Conference.

## Student Promotion and Retention

---

Students that are not meeting grade level expectations during the 1st, 2nd, and 3rd quarter may be a candidate for retention. The teacher will discuss the possibility of retention during the third quarter conference. At that time, the teacher will present an acknowledgement of the student's academic status to the parent/guardian. A parent/guardian signature is requested to document that the notification was received. The decision of retention is at the school's discretion. Excessive absences may also put students at risk of retention.

## Behavior

### Student Responsibilities

**Students are expected to meet the following Standards of Conduct:**

1. Students shall act in a responsible manner, exhibiting respect toward others.
2. Students shall accept responsibility for their own behavior.
3. Students will cooperate with the school staff in maintaining safety, order and a disciplined environment.
4. Students shall follow established school and classroom codes of conduct and rules, including safety rules and school bus rules.
5. Students will attend all classes regularly and be on time.
6. Students shall maintain appropriate dress and hygiene.
7. Students shall respect the rights and property of others.
8. Students shall refrain from acting in such a manner as to expose themselves or others to risk, danger, or harm that will lead to injury.
9. Students shall not engage in any misbehavior that gives school officials reasonable cause to believe that such conduct will disrupt the school program, school events, or incite violence in any way.
10. Students will refrain from carrying, bringing, using, or possessing a weapon or weapon facsimile in or on school property.
11. Students will refrain from possessing, and/or using alcohol, tobacco products and other controlled substances, or facsimile of such substances.

### Conduct To and From School

CICS students are in the "public eye" and all students are expected to behave in a manner that is reflective of the school. This behavior includes observing all laws, respecting the property of others, and showing courtesy and respect for other students as well as the surrounding community. Additionally, all students have rights as citizens and are encouraged to report any violations of those rights to school authorities to ensure that the transition to and from school is enjoyable and safe. Please refrain from littering, loitering, etc. as you journey to and from school. As students take advantage of public transportation to and from school, students are

---

expected to display the school's core values to be respectful, responsible and safe. If these core values are not exhibited, consequences may be enforced.

## Scholar Support Services

Boy's Lab provides guidance and counseling to parents and scholars in personal, social and academic matters. With regard to personal and social matters, the School will refer families for support through external school counselors. The Lead Instructor or designee look to support the social and emotional growth of our boys, helping them to acquire the knowledge and skills necessary to navigate the complex years of elementary and middle school.

### Educational Support Services

The School offers academic support on an as-needed basis for educational screenings and scholar support. Tutoring is provided by BMEducators Powered by Educators Rising interns. Throughout the day, learning is personalized through data analyses and scholars are grouped in appropriate **Guided Instruction** groups. Groups vary by subject and are constantly evaluated to ensure that scholars are appropriately placed for optimal learning. Parents interested in receiving additional support in any academic area should contact Dr. Glass at [rglass@boyslab.online](mailto:rglass@boyslab.online) or (773) 359-3144.

### Family Education Program

The Family Education Program involves a cooperative effort between parents/guardians and the School. Families plan and sponsor programs for parents during the school year to education and support them concerning issues currently facing young school-age boys. The program provides opportunities for parent networking and to share ideas and successes, as well as concerns. Meetings will be held on a quarterly basis.

## Annual Spring Excursions

Spring Excursion #1	<b>African-American History in Washington DC &amp; Williamsburg</b> <i>April 15 through 19, 2019</i>
Spring Excursion #2	<b>New York City &amp; The Harlem Renaissance</b> <i>March 30 through April 3, 2020</i>
Spring Excursion #3	<b>San Juan: Puerto Rico's Island Capital</b> <i>March 22 through March 26, 2021</i>

*Limited scholarships are available through EF Explore America.*

## Scholar Conduct & Responsibilities

Boy's Lab Honor Code — "Everyday, for the rest of our lives, we will strive to be **Respectful**, **Accountable**, **Responsible**, and **Exceptional**."

Boy's Lab will incorporate Responsive Classroom Principles. *Responsive Classroom* is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all scholars have a sense of belonging and feel significant.

---

## Responsive Classroom Core Belief

In order to be successful in and out of school, scholars need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

## Guiding Principles

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

- 1 Teaching social and emotional skills is as important as teaching academic content.
- 2 How we teach is as important as what we teach.
- 3 Great cognitive growth occurs through social interaction.
- 4 What we know and believe about our scholars—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those scholars.
- 5 How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- 6 Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

## Elementary Practices (K–6)

- **Morning Huddle**—Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Establishing Rules**—Teacher and scholars work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Quiet Time**—A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

## Social & Emotional Competencies

- **Cooperation**—Scholars' ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness**—Scholars' ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they're in.
- **Responsibility**—Scholars' ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy**—Scholars' ability to "see into" (recognize, understand) another's state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others' welfare, even when it doesn't benefit or may come as a cost to one's self.

- 
- **Self-Control**—Scholars’ ability to recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

## Academic Competencies

- **Academic mindset:** Four self-perceptions influence a scholar’s academic mindset: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see the value in this work.
- **Perseverance:** Perseverance is a student’s tendency to complete assignments in a timely and thorough manner and to the best of their ability, despite distractions, obstacles or level of challenge.
- **Learning Strategies:** Learning strategies are techniques, processes, and tactics a scholar uses to 1) learn, think, remember, and recall, 2) monitor their own comprehension and growth, 3) self-correct when they are confused or have an error in thinking, and 4) set and achieve goals and manage their time effectively.
- **Academic Behaviors:** Academic behaviors are the ways in which scholars conduct themselves that support their success in school, including such things as regular attendance, arriving ready to work, paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing assignments and projects.

## Classroom Behavior

In the classroom, it is the Lead Instructor’s responsibility to maintain an orderly environment in which opportunities for teaching and learning are maximized. The unruly student reduces the value of education not only for himself, but also for his classmates. The Instructor will offer the unruly student a reasonable opportunity to correct his behavior. The student who fails to respond is subject to disciplinary action ranging through expulsion. **Boy’s Lab will follow the Chicago Public School Code of Conduct. It is the goal of Boy’s Lab to have 0 suspensions throughout the 3-year cohort.**

## Expectations and Guidelines

### A. Change of Name, Address or Other Important Information

All student information must be up to date and on file in the main office. If at any time your child’s name, address, phone number, etc. changes, please contact the school office immediately.

### B. Parent and Guardian Responsibilities

1. Parents and guardians of students are expected to participate in their child’s education in the following ways:
2. Parents/guardians will communicate with their child’s teachers.
3. Parents/guardians will participate in goal setting and progress monitoring while attending scheduled conferences.
4. Parents/guardians will keep informed about school policies and requirements of their child’s academic program, including homework.
5. Parents/guardians will ensure their child attends school regularly, is punctual, and is appropriately prepared.
6. Parents/guardians will participate in school workshops for home reinforcement of study skills and specific instructional objectives.

---

7. Parents/guardians will alert the school to specific problems or difficulties that may impede their child's learning or well being.

## **Campus Staff Responsibilities**

**Administration, teachers and support staff are responsible for supporting the learning environment by exemplifying the following Standards of Conduct:**

1. Administration, teachers, and support staff shall promote mutual respect between students and adults.
2. Administration, teachers, and support staff shall be prepared to meet professional responsibilities associated with their respective positions.
3. Administration, teachers, and support staff shall develop and use cooperative discipline strategies, including the appropriate language of learning techniques and a consistent school-wide approach to problem-solving with students.
4. Administration, teachers, and support staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, the presence of celebratory clubs and activities, festive routines and traditions, and service in the school and community.
5. Administration, teachers, and support staff shall contact a student's parents/guardians in cases of serious infractions of the school's Code of Conduct.

### **D. Parent and Family Participation**

As part of the CICS school community, parents and families should work with educators to ensure the academic achievement and well-being of the students. Parents/guardians and school staff must share a mutual responsibility for the successful education of the children. Research shows there is a positive correlation between parent and family involvement and children's success.

**We are looking forward to meeting with parents/guardians and hearing their ideas for the betterment of our school. We consider parent and family involvement to be everything you do to support your child's education:**

- Sending him/her to bed at an appropriate hour
- Preparing his/her clothing for school
- Checking completed homework to monitor progress
- Asking him/her about their day at school
- Participating in school assignments that involve the family
- Reading aloud to your child and/or encouraging your child to read on his/her own
- Taking family field trips
- Talking about your own educational experiences and your wishes for the child's education
- Attending school functions and/or serving on any committees or parent associations

**We seek to involve parents/guardians in an effective home-school partnership that will provide the best possible education for our students.**

The school encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents/guardians to help their children;

---

educating school personnel about involving parents/guardians and the value of their contributions; and developing roles for community organizations and businesses to work with parents/guardians and schools.

## Technology Usage

Boy's Lab encourages its scholars to use technology for class work and homework, as well as for independent research and investigation. Scholars must use technology resources in accordance with the School's Technology Acceptable Use Policy, which is included in this Handbook below. In general, scholars shall accept the responsibility for maintaining the integrity of the School's technology device, which includes hardware and software, as well as could computing resources and electronic mail systems. Each user is personally responsible for the contents of his account. Students have the responsibility for using the network for educational purposes only, consistent with the philosophy of the School, for all material received and stored in his local and virtual account directories, for using only School purchased or distributed software on the network, for keeping all educationally inappropriate materials or files harmful to the integrity of the network from entering the School, and for reporting all issues violating acceptable computer or network usage.

### Scholar Technology Acceptable Use Policy

Boy's Lab places enormous technology resources at the fingertips of the members of our school community—scholars, faculty, and parents/guardians. The technology resources provided by Boy's Lab are to used solely for academic and school-related extracurricular purposes which include: classroom activities, communicate about school-related projects, career development, homework, and supervised self-discovery exercises. Every person has an obligation to use these technology resources responsibly, and in a manner which respects others and does not discredit himself or the School. Boy's Lab scholars will participate in a one-to-one initiative. They will be assigned a computer for their three-year term, which they will be responsible for.

I understand that it is a privilege to use the technology resources at Boy's Lab. **I agree to abide by the following rules:**

1. **I will use only my own username and password to log on to Boy's Lab Technology Resources.**
2. **I will use only my own files or files provided by a faculty member.**
3. **I will use technology only as instructed and for academic purposes.**
4. **I will not change the configuration of the Boy's Lab computers.**
5. **I will not use the School's or other computers to hurt my classmates, my instructor(s), my family or myself.**
6. **I will not use technology to access inappropriate information of the Internet or to send unkind or inappropriate information to others.**
7. **I will not attempt to access files, software, or other network resources that I am not authorized to access.**
8. **I will respect the work of others; I will not plagiarize (copy, misuse, or paraphrase) the work of other writers. I will provide the name of the author and the location of the writing for all words and ideas that I use in my work.**
9. **I will ask for assistance from an instructor if I become aware of a computer, printer, scanner or camera that not working properly.**
10. **I understand that if I do not follow these rules that my computer privileges and device(s) may be taken away, and that other disciplinary action may be taken as outline in the Chicago Public School's Student Code of Conduct.**

---

## Electronic Equipment

Electronic equipment such as cell phones, iPods or other entertainment devices (not issued by the School) is not allowed. If a scholars must carry such equipment before or after school, it must be locked in their locker or turned in to the Lead Instructor for safe keeping. Items that are collected may be retrieved just prior to dismissal from the instructional program.

## Scholar Dress Code

### Regular School Program (including Pre-Academy)

The purpose of the Boy's Lab Dress Code is to help maintain a safe and orderly learning environment that is focused on learning. Clothing and other accessories which are disruptive or distracting to the school or classroom are not allowed. Students should pay attention to personal neatness and cleanliness and dress appropriately for the weather and activities. Students are required to wear appropriate fitting clothes that match the student's body size (not too small or large). No sagging pants or visible undergarments. Clothing must be maintained and free from holes, tears, or rips. Clothes depicting alcohol, drugs, inappropriate images, gestures, or violence are not permitted.

#### Please keep the following guidelines in mind:

1. For safety reasons, covered shoes (meaning all parts of the foot are to be covered) should be worn at all times. Sandals and slides are not to be worn.
2. Emblems, words and pictures on clothing should be appropriate to the educational atmosphere.
3. Hats are to worn outdoors ONLY. No headgear of any kind will be worn indoors. Headgear may be worn outside for sun protection or warmth. Headgear worn backwards or sideways is not allowed. Bandanas and du-rags are not allowed.
4. Pajamas are prohibited unless a specific spirit day is designated for this attire.
5. Pants must not have holes, tears, or rips in their design. Also, excessive and large holes caused by wear in the pants is prohibited. **Pants must have a draw-string or a belt must be worn.**

**Footwear:** Athletic shoes, boots, or casual shoes are permitted.

**Personal care:** Hair must be neat, clean, and well groomed.

**Jewelry:** Only jewelry allowed — two identical clear stud earrings (scholars may not wear one earring, colored studs, or hoop earrings).

### Special Events & Educational Field Trips

White button-down Oxford Boy's Lab shirt (long-sleeve) with Boy's Lab necktie. Hemmed, Khaki colored twill pants are required. Black or Brown belt is to be worn with long pants. Black or Brown casual shoes are required. Athletic shoes, sandals, slippers or boots of any type are not acceptable.

Hats may not be worn inside of the building at any time. Outerwear is not permitted in the classroom. Scholars must be prepared for outdoor activities in all seasons.

Note: Recreational field trips will require less formal dress. Scholars will be required to wear their Boy's Lab T-shirt for identification purposes.

---

## **Physical Education Dress Code**

- Athletic shirt (or sweatshirt)
- Athletic shorts (or sweatpants)
- Athletic shoes

## **CICS STUDENT CODE OF CONDUCT (SCC)**

### **CHICAGO INTERNATIONAL CHARTER SCHOOL DISCIPLINE CODE**

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

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

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

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

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

Repairing or cleaning property damage as a result of the offense;

---

Participating in landscaping, gardening or cleaning inside the building or of the school grounds;  
Participating in projects that beautify the school, surrounding property, or the community;  
Providing services that improve the lives of community members.

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

## **CATEGORY I**

***These acts of misconduct include the following:***

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

Students who commit any of these acts may be subject to one or more of the following behavioral response options, including, but not limited to: incentives for positive behavior, restorative conversations, teacher-student-parent/guardian 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 the offense(s).

## **CATEGORY II**

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

- Repeated Category I violations (C2-R1)
- Altering records and Forgery (C2-AF)
- Use of intimidation, credible threats of violence, coercion, or bullying (See Appendix A for CICS Anti-Bullying and Cyber Bullying Policy) (C2-B)
- Repeated refusal to participate in classroom activities or complete academic assignments (C2-CA)
- Cheating, plagiarism, or copying others' work, or allowing others to copy work(C2-CP)
- Violating the civil rights of others (C2-CR)
- Defamation (C2-D)
- Violation of Discipline Agreement (C2-DA)
- Persistent tardiness to and /or absence from school or class (C2-ETA)

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

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

---

supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

### **CATEGORY III**

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

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

- 
- Possession and/ or use of weapons - Any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon (C3-W)
  - Possession of the following items: Firearm, look-alike firearm, knife, brass knuckles or other knuckle weapon, billy club may subject student to an expulsion for at least 1 year, adjusted by a case by case basis
  - A firearm. For the purpose of this Section, firearm means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the US Code or Section 24-1 of the Criminal Code of 2012.

A school director, assistant director, 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 the 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 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/guardian conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.

Students may be subject to out-of-school suspensions of longer than 3 days after appropriate and available disciplinary interventions have been exhausted and student's continued presence in school would (1) pose a threat to the safety of other students, staff or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

Students suspended out-of-school for longer than 4 days shall be provided with appropriate and available support services during the period of their suspension. As a supplement and/or alternative to suspension or expulsion, school staff may refer students to the Chicago Public Schools' (CPS) Saturday Morning Alternative Reach out and Teach (SMART) Program, and/or require students to complete between 6 and 30 hours of public service, with parent/guardian consent, as commensurate with the seriousness of the offense(s).

#### SUSPENSION AND EXPULSION

##### **Definitions:**

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

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

---

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

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

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

School director, assistant director, 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 director, assistant director, or dean of students of the school determines the duration of the suspension and whether the suspension is served in-school or out-of-school.

School director, assistant director, 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/guardians of their right to review. School director, assistant director, 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 School director, assistant director, or dean of students of the school during a re-engagement meeting. In developing a re-engagement plan, the school director, assistant director, 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.

School director, assistant director, or dean of students of the school must facilitate a re-engagement meeting of students who are returning from out-of-school suspension, expulsion or from an alternative school setting. Students can make up work following their suspensions. Upon returning to school, it is the student's responsibility to make up work in a reasonable time proportional to their suspension.

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

Within the suspension decision and expulsion decision, school will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. The student shall be given oral or written notice of the charges against him/her; an explanation of the basis for the accusation; and a chance to present his/her version of the incident, in writing, to the campus director.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full statement of the reasons for such suspension and a notice of their right to review. The school board or its designee must

---

be given a summary of the notice, including the reason for the suspensions and suspension length. Upon request of the parents or guardian the school board or hearing officer appointed by it shall review such action of the school director, assistant director, or dean of students. At such review the parents or guardian of the pupil may appear and discuss the suspension with the board or its hearing officer. If a hearing officer is appointed by the board he shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.

If unsatisfied with the response of the campus director, the student and guardian may present his/her version of events to the appropriate administrative officer of the school management organization that manages the campus on behalf of the Chicago International Charter School.

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

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

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

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

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

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

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

## **B. ACCEPTABLE USE OF TECHNOLOGY**

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

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

## **I. GENERAL PROVISIONS**

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

---

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

## **II. USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL**

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

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

### Cyber-Bullying

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

---

Deliberately threatens, harasses, intimidates a student, a school employee or any school-related personnel; or Places a student, a school employee or any school-related personnel in reasonable fear of harm to a student, a school employee or any school-related personnel or damage to the student, a school employee or any school-related personnel property; or has the effect of substantially disrupting the orderly operation of the school; or 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 school director or designee.

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

### **Social Media/Chat Room Guidelines for Students**

1. Be transparent. Honesty, or dishonesty, will be quickly noticed in the social media environment. Identify yourself by using your real name.
2. Be judicious. Make sure that you are not sharing confidential information concerning its staff, students or parents/guardians.
3. 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.
4. Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. Just by identifying yourself as a CICS student, you are creating perceptions about your expertise and about the CICS network. Be sure that all content associated with you is consistent with your work and with CICS' professional standards.
5. 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.
6. Take responsibility. If you make a mistake, admit it. Be upfront and make your correction quickly.
7. Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don't. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

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

### **III. GENERAL INFORMATION**

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

- 
- May keep a free account on the CICS network as long as he or she is a student in CICS
  - May use the Internet to research assigned classroom projects
  - May use the Internet to send e-mail to other users of the CICS network and to people around the globe
  - May use the Internet to explore other computer systems
  - Does not give his or her password to another person
  - Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email
  - Understands the Policy before logging on
  - Understands that if the Policy is violated, the student's account on the CICS network will be revoked
  - Understands that if he or she is removed from CICS' network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the director of the school; the CICS director's decision shall be final
  - Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network

#### **IV. PARENT/GUARDIAN CONSENT FOR USE OF CICS NETWORK**

Prior to the activation of a student's account on the CICS network, the parent or guardian of the student must provide written authorization (located at the end of this handbook).

#### **V. STUDENT ACKNOWLEDGEMENT AND INTERNET TEST**

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

#### **VI. WAIVER OF PRIVACY, MONITORING, ENFORCEMENT**

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

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

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

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

#### **C. PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS**

---

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

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

When school officials anticipate a referral for expulsion, the following apply:

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

**The IEP team must:**

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:

- 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
- The conduct in question was the direct result of the school's failure to implement the student's IEP.
- 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.

**D. CICS ANTI-BULLYING POLICY**

---

## Purpose

A safe and civil school environment is necessary for students to learn and achieve. CICS promotes a safe and secure learning environment for all students and takes allegations and reports of bullying very seriously. If you suspect your child is being bullied, please contact an administrator or your child's teacher. The sooner the school knows, the sooner the school can intervene and work to improve the situation.

Bullying can cause physical, psychological, and emotional harm to students and can interfere with their ability to learn and participate in school activities. The CICS 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 the next page of this document.

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

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

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

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

### **Bullying is prohibited:**

- during any school-sponsored or school-sanctioned program or activity;
- in school, on school property, on school buses or other Board-provided transportation, and to and from school while in school uniforms.
- through the transmission of information from a CICS computer or computer network, or other electronic school equipment;

- 
- 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;
  - when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation; when it is a CICS Student Code of Conduct (SCC) Category II behavior that occurs off campus but seriously disrupts any student's education.

## Definitions

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

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

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

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

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

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

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer

---

Conflict from escalating to Bullying. A peer conflict is an argument or disagreement between two students. They typically are not recurring situations where one student is taking advantage or hurting another

### **Responsibilities of Students, Parents and Guardians**

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

### **Investigation**

- The Director shall select a campus representative knowledgeable about bullying prevention and intervention to perform the investigation.
- Investigation of a bullying incident to the maximum extent possible shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Director grants an additional 5-day extension due to extenuating circumstances. The Director/Designee shall document the extension in the investigation report and shall notify the parties involved. Designee shall notify the Director upon completion of the investigation reports as soon as possible.
- The investigation shall include:
  - Identifying the alleged perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
  - Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews may also be conducted in private with student and adult bystanders.
  - Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
  - Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
  - When appropriate, preparing a Misconduct Report prepared by the campus identifying his/her recommendation for individual consequences.
  - Document the details of the investigation.
  - All relevant information shall be transmitted into PowerSchool for tracking purposes in accordance with the guidelines, including information identifying the areas of the Campus where bullying occurred, the type of bullying utilized and any bystander intervention or participation.

### **Notification**

---

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

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

### **Assigning interventions and/or Consequences**

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

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. CICS campuses should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

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

The perpetrator is no longer bullying and is interacting civilly with the target.

The target reports feeling safe and is interacting civilly with the perpetrator.

School staff notices an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.

School staff notices a more positive climate in the areas where bullying incidents were high.

CICS prohibits reprisal or retaliation, in any form, against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person

---

who engages in reprisal or retaliation shall be determined by the Director/Designee after consideration of the nature, severity and circumstances of the act.

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

### **Referrals**

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

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

### **Policy Evaluation**

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

## **VI. Student Safety**

### **A. Sanctuary Schools and Immigrant Protections**

The Chicago International Charter School (CICS) is committed to creating and maintaining a safe and welcoming teaching and learning environment for all CICS students, families, faculty and staff. CICS prohibits unlawful discrimination or harassment on the basis of immigration status with respect to participation in CICS schools, programs, services and activities.

We cherish the cultural richness in our schools and make no exceptions when it comes to including learners with a wide variety of backgrounds and needs. CICS schools are open to all school-aged children residing in the City of Chicago regardless of immigration status. At no time shall students or families be required to disclose information about their citizenship or immigration status. All CICS schools and network offices shall observe the City of Chicago Welcoming City Ordinance, memorialized in Chapter 2-173 of the Municipal Code of the City of Chicago.

---

## **B. Background Checks**

In an effort to keep our students and staff members safe, all visitors to our building must submit their state issued identification. The identification will run through our Raptor system and if cleared will create a name badge that must be worn in the building.

## **C. Student Records and Confidentiality (FERPA)**

Laws involving privacy and confidentiality prohibit us from sharing names, addresses and telephone numbers of our students and families to anyone, including other parents/guardians.

### **ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

CICS protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by IDEA) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency," for purposes of this notice, means CICS. For all students, the educational agency maintains education records that include but are not limited to:

- Personally identifiable information is confidential information that includes but is not limited to the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
- Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are: Parents/guardians have the right to inspect and review a child's education record. CICS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents/guardians wish to inspect, to the School Director or other designated school official. Parents/guardians have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents/guardians have the right to request copies of the records. While CICS cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents/guardians from exercising their right to

---

inspect and review the records. Parents/guardians have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents/guardians have the right only to inspect and review the information relating to their child.

If parents/guardians think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. CICS will decide whether to amend the record and will notify the parents/guardians in writing of its decision.

If CICS refuses to amend a record, it will notify the parents/guardians of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents/guardians or eligible student when notified of the right to a hearing.

CICS will inform parents/guardians when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents/guardians. Parents/guardians have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents/guardians have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

"Consent" means: the parent/guardians(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parental consent. Parents/guardians have the right to refuse to let an agency designate any or all of the above information as directory information.

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

---

Parents/guardians have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Provost Academy to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

#### **D. Medical and Illness**

If a child needs to take medicine, the prescription MUST be in a properly labeled container from the pharmacy with the student's name and dosage. Parents/guardians must have the appropriate paperwork filled out with the school's Nurse before any medication can be given. All medication will be kept in the Nurse's office. It is up to the parent/guardian to keep their child's prescription filled. Our Nurse will make every effort to contact you before the medication runs out.

School staff may not give aspirin or other over-the-counter medications unless there is written documentation on file from a doctor. This written documentation must be kept in the Nurse's office. Under no circumstances will students take any medication without the Nurse's supervision.

For INHALERS: Please obtain a form from the Nurse's office regarding student's carrying inhalers. This form must be completed and returned to the Nurse. Inhalers are to be kept in the Nurse's office unless otherwise specified. High school students may have inhalers with them at all times.

In the event of an accident, students report to the Nurse's office immediately. Initial treatment is given to pupils with minor injuries when an accident occurs in school. The school will notify the parent or guardian if medical care is needed for an injury or illness.

---

## VII. Acknowledgements for Signature

### A. Acknowledge of Review and Receipt of Handbook

My child and I thoroughly read and understand this CICS Student and Family Handbook. I understand that my child and I are responsible for following all policies and procedures outlined in the handbook.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

Date \_\_\_\_\_

**Please detach and return this signed sheet to your child's classroom teacher. Failure to do this will result in an incomplete student file.**

