

**UCHICAGO** Charter School

CARTER G. WOODSON CAMPUS  
DONOGHUE CAMPUS  
NORTH KENWOOD/OAKLAND CAMPUS  
WOODLAWN CAMPUS

The University  
of Chicago  
Charter School  
**Student and  
Family Handbook  
2014–2015**

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THE UNIVERSITY OF  
**CHICAGO**

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STUDENT & FAMILY HANDBOOK**

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## Welcome to the University of Chicago Charter School

The mission of the University of Chicago Charter School is to prepare 100% of our students for college acceptance and graduation through a Pre-K to 12th grade superhighway that cultivates critical thinkers and leaders.

### **The University of Chicago Charter School Values** **SCHOLARSHIP · LEADERSHIP · EXCELLENCE · GRIT**

We believe that by continuing to develop the traits of Scholarship, Leadership, Excellence, and Grit in each of our students and all of our stakeholders, we will create a school and community better suited to ensure that those we serve become lifelong learners, builders of strong communities, and change agents—committed to making the world a better place for all.

#### **SCHOLARSHIP**

We recognize the supreme intelligence of the children we serve. We increase their knowledge and ability through rigorous, high-involvement learning.

#### **LEADERSHIP**

We honor the agency and self-empowerment of our students. We hold our students accountable for taking ownership of their individual success while also inspiring others to rise to their fullest potential.

#### **EXCELLENCE**

We expect our students to champion every moment of every goal. We guide our students in solving problems and actualizing their full potential.

#### **GRIT**

We value our students' perseverance in overcoming obstacles. We prepare our students to practice relentless determination in pursuing success in school, college, and life.

These values represent our dedication to creating one school, four campuses, that establish a college-bound culture inside and outside the classroom. All of our students deserve a first-class education. It's our duty to give it to them.

Onward,

#### **Shayne Evans**

Chief Executive Officer

University of Chicago Charter School

## Our Mission

The University of Chicago Charter School prepares 100% of students for college acceptance and graduation through a PreK to 12 pathway that cultivates critical thinkers and leaders.

## Five-Year Strategic Plan

With input and collaboration from parents, teachers, and community stakeholders and the assistance of the Boston Consulting Group, the University of Chicago Charter School has created a Five-Year Strategic Plan to guide the Charter's work in realizing its mission.

<b>MISSION</b>	<b>The University of Chicago Charter School prepares 100% of students for college acceptance and graduation through a Pre-K to 12 superhighway that cultivates critical thinkers and leaders.</b>			
<b>VALUES</b>	<b>Scholarship</b>	<b>Leadership</b>	<b>Excellence</b>	<b>Grit</b>
<b>GOALS</b>	<b>STRATEGIES</b>			
Prepare 100% of UChicago Charter students to achieve college admission & graduation	Establish high expectations through a college-going culture			
	Establish UChicago Charter as a top tier school to retain students in a Pre-K to 12 superhighway			
Become an intellectual destination for teachers and staff	Attract, develop, and retain the best teachers and staff			
Engage and support families	Engage families as partners in student success			
Influence urban education nationally	Transform UChicago Charter into a locus for developing knowledge, people, and practice			



## Contact Information

### UNIVERSITY OF CHICAGO CHARTER SCHOOL (UCHICAGO CHARTER)

**1313 East 60th Street | Chicago, IL 60637** | Leadership Headquarters

Shayne Evans, Chief Executive Officer	773.834.5997
Carla Scott, Director of Admissions	773.834.5945
Alix Coupet, Chief College Officer	773.702.2929
Landon Jones, Alumni Coordinator	773.702.8505

### DONOGHUE CAMPUS (DON) Pre-K to 5th Grade

**707 East 37th Street | Chicago, IL 60653 | 773.285.5301**

Main Office	773.285.5301
Errika Baker, Campus Director	773.285.5301
Jillian Carew, Assistant Campus Director	777.285.5301
Todd Barnett, Director of Family & Community Engagement	773.285.5313
Monique Batteast, Operations Manager	773.285.5314

### NORTH KENWOOD/OAKLAND CAMPUS (NKO) Pre-K to 5th Grade

**1119 East 46th Street | Chicago, IL 60653 | 773.536.2399**

Main Office	773.536.2399
Carrie Walsh, Campus Director	773.536.2399
Dawn Hicks, Director of Family & Community Engagement	773.536.2399
Linda Gibson, Operation Manager	773.536.2399 Ext. 2109

### CARTER G. WOODSON CAMPUS (CGW) 6th through 8th Grade

**4444 South Evans Avenue | Chicago, IL 60653 | 773.624.0700**

Main Office	773.624.0700
Jared Washington, Campus Director	773.624.0700
Jarred Brown, Director of Program Development	773.624.0700
Tinishia Legaux, Director of Academic & Social Service	773.624.0700
Carol Love, Operations Manager	773.624.0700 Ext. 2228

### WOODLAWN CAMPUS (UCW) 6th through 12th Grade

**6420 South University Avenue | Chicago, IL 60637 | 773.752.8101**

Main Office	773.752.8101
Assata Moore, Campus Director High School	773.752.8101
Kieran Palmer-Klein, Campus Director Middle School	773.702.2797 Ext. 223
Shavonne Ramsey, Operations Manager	773.752.8101 Ext. 225

## Governance

A four-member board of directors and a 21-member governing board oversee the University of Chicago Charter School. University of Chicago leaders sit on the board of directors. Parent leaders, community leaders, and University leaders are members of the governing board.

### **CORPORATE BOARD**

#### **Eric Isaacs**

Provost, University of Chicago

#### **Beth Harris**

Vice President and General Counsel, University of Chicago

#### **Nim Chinniah**

Executive Vice President for Administration and Chief Financial Officer, University of Chicago

#### **Derek R.B. Douglas**

Vice President for Civic Engagement, University of Chicago

### **GOVERNING BOARD**

#### **Margot Pritzker, Chair of Governing Board**

Founder and President, WomenOnCall

#### **Denise Brown**

#### **Nim Chinniah**

Executive Vice President for Administration and Chief Financial Officer, University of Chicago

#### **Cathy Cohen**

David and Mary Winton Green Professor of Political Science, University of Chicago

#### **Donna Dortzbach**

#### **Julie Getzels**

Executive Vice President, General Counsel & Secretary, Art Institute of Chicago

#### **Austan Goolsbee**

Robert P. Gwinn Professor of Economics, University of Chicago Booth School of Business

#### **John Mark Hansen (Mark)**

Charles L. Hutchinson Distinguished Service Professor and Senior Advisor to the President, University of Chicago

**Kevin Holloway**

Marketing Consultant

**Virgil Jones**

President, Link Unlimited Scholars

**Priscilla Kersten**

President, Square One Foundation

**Timothy Knowles**

John Dewey Director; John Dewey Clinical Professor, Urban Education Institute

**Patricia C. Lane (Patty)**

Community Leader and Volunteer

**Charles A. Lewis (Chuck)**

Chairman, Lewis-Sebring Family Foundation

**LaTonya Maxwell**

Family Support Counselor, UChicago Charter School

**La Donna Peppers****Lee Pratter**

Senior Project Manager, The Community Builders, Inc.

**Sandi Preston**

Strategy Director, Translation LLC

**Liz Thompson**

Civic Leader

**Laura Van Peenan**

Managing Director, Investment Banking, William Blair & Company

# Calendar

The school year runs from early August through late June. Our extended daily hours and longer school year offer students: 1) opportunities to strengthen their knowledge and skills in the core academic subjects of literacy and mathematics; 2) options to develop their interests in leadership, the arts, digital media, and science; 3) homework help; 4) tutoring; and 5) mentoring.

## 2014-15 SCHOOL CALENDAR

180 instructional days

### 2014

August 11 .....	<b>First Day of School</b>
August 25-September 19 .....	NWEA Testing
September 1 .....	No School, Labor Day
September 26 .....	No School, Professional Development Day
September 29-October 5 .....	No School, <b>Fall Intersession</b>
November 11 .....	No School, Veterans Day
November 24-25 .....	No School, Parent-Teacher Conferences
November 26-28 .....	No School, Thanksgiving
December 1-December 12 .....	NWEA Testing
December 19 .....	No School, Professional Development Day
December 22-January 4 .....	No School, <b>Winter Intersession</b>

### 2015

January 5 .....	School Resumes
January 16 .....	No School, Professional Development Day
January 19 .....	No School, Dr. Martin Luther King Jr. Day
February 16 .....	No School, President's Day
March 9-April 13 .....	<b>PARCC Testing Window</b>
March 19-20 .....	No School, Parent-Teacher Conferences
March 30-April 10 .....	No School, <b>Spring Intersession*</b>
April 27-May 22 .....	<b>PARCC Testing Window</b>
	PSAE Testing (for students in grade 11)
May 4-May 22 .....	NWEA Testing
May 25 .....	No School, Memorial Day
June 12 .....	<b>Last Day of School for Students</b>

\*Any missed days due to weather or unavailability of facility/premises will be made up during the first week of Spring Intersession.

## School Hours

**School Day Start Time:** 8 a.m.

**School Day End Time:** 3:30 p.m. (3:40 p.m. for UCW students)

**Early Student Dismissal on Wednesdays:** 1 p.m. (1:30 p.m. for CGW Students)

## Breakfast and Lunch

During the first week of school, students will bring home an application for Free or Reduced Meals. The entire application must be completed and returned in order to make the determination for free or reduced status and prepare a breakfast and lunch ticket for your child. Your child's status will determine your breakfast and lunch cost.

	ELEMENTARY		HIGH SCHOOL	
	BREAKFAST	LUNCH	BREAKFAST	LUNCH
<b>Free</b>	\$0	\$0	\$0	\$0
<b>Reduced</b>	\$0	\$0.40	\$0	\$0.40
<b>Full Price</b>	\$0	\$2.45	\$0	\$2.90

Students will eat lunch with their class and may bring their lunch from home if they choose to do so. For the safety of your child, non-breakable containers are required. Delivery of student lunches is allowed only in the case of emergency and cannot be fast food lunches. All students are encouraged to eat a nutritious and balanced lunch.

We will assume that a student can drink milk unless the school is given a note signed by the parent stating the medical reason why the child cannot drink milk. (This should be noted on their medical form). Parents should also inform us of any other dietary restrictions their child must follow.

### Snacks

Each classroom has different snack procedures based upon age level. Students will be informed about this policy in their classroom. When snacks are brought to school, we ask that they be nutritious, free from preservatives, additives, or high amounts of sugar. Excellent choices are fruits, vegetables, natural cheeses, and 100-percent juices. We encourage our community to eat healthy and nutritious foods.

## Records and Registration

Our school, like all charter schools, is open to any resident of the City of Chicago. Families must verify their residence in the City of Chicago by providing a copy of the child's birth certificate and a utility bill with the correct and current address. There are no other admissions requirements.

Applications are available beginning in October with a submission deadline in February. Please check with the Admissions Office for the exact date. If the number of applicants exceeds the available spaces, admissions are by lottery. Parents are informed of acceptance by March. If the places offered are not accepted, replacements are selected in order from the waiting list.

### REGISTRATION

A parent/guardian must present for each child:

- Proof of Chicago residence (example: utility bill in your name, lease, or mortgage)
- An original birth certificate
- Child's social security number
- Proof of guardianship (if applicable)
- Completed medical, immunization, and dental forms
- A transfer from a previous school if enrolling in grade one or above

### TRANSFER OUT

The school should be notified at least two (2) days prior of a child's withdrawal by completing the school transfer form. No transfers will be processed prior to completion of the form. All textbooks, technology-related items, and library books must be returned and outstanding fees settled.

## Attendance, Tardiness, and Dismissals

The University of Chicago Charter School is committed to providing a quality education for every student. Good school attendance plays a critical role in academic success. Students are expected to be on time and present for school and each class.

At the beginning of the school year, if a student is absent three consecutive days without notifying the school, he/she will be dropped from the program and his/her spot will be opened up for students on our wait list.

**Valid reasons that a student is to be absent:**

1. personal illness;
2. death in the immediate family;
3. religious holiday;
4. circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the administration, on a case-by-case basis);
5. other situations beyond the control of the student as determined by the administration, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties. (Students who may be homeless should be referred to the Homeless Education Department of the AS3 office for additional assistance.)

For an absence to be excused, it must be verified according to the Illinois School Code. **To verify an absence, the following steps are required by the child's legal guardian:**

1. Call the school office by 9 a.m.
2. Send a note explaining the absence (required by state law).  
This note must be submitted to the main office on the day the student returns to school.
3. If the absence is more than 3 days, provide a doctor's statement on official letterhead.

**Undocumented absences are unexcused.** Students are not permitted to participate in after school activities or functions if they have an unexcused absence on the same day.

If at all possible, students are encouraged to make medical or other appointments after school hours or on the weekends. For excused absences, make up work must be allowed, and generally students are given as many days to turn in work as they were absent. For example, if a student was absent for two days, he or she would have to turn in make up work within two days of returning to school unless additional arrangements are made with the instructor.

## **TRUANCY**

A child is truant if they are absent without valid cause for a school day or portion of a school day. Children who do not return a note with a valid reason for absences will be marked unexcused or truant. The school will take the following steps in regards to truancy:

### **1st Truancy**

Teacher will work with students to remediate the problem and notify parent/guardian.

### **2nd Truancy**

Teacher will contact parent/guardian to discuss the situation.

### **3rd Truancy**

Children will be referred to administration and parents will be contacted.

### **4th Truancy**

Mandatory conference with administration

A child becomes a chronic truant when they are absent without a valid cause for more than 10 percent of the school year (18 days). Chronic truants may be referred to CPS for mediation and due process.

## **TARDINESS**

A student is considered tardy when not in their scheduled classroom at the start of class. If for any reason a student is tardy to school, he/she must report to the security desk before going to class in order to obtain a tardy slip. Excessive tardiness will be counted as absences within a class. Three unexcused tardies are equivalent to one unexcused absence. However, any student who is more than five minutes late to a class without a pass will be marked as "absence unexcused" for the period.

## **EXCESSIVE ABSENTEEISM AND ITS EFFECT ON GRADES**

To succeed in the academic program, attendance and participation are required.

**Students who have more than six unexcused absences in a trimester may earn a failing grade in the course for that trimester.**

## **EARLY DISMISSALS**

Please do not take your child out of school earlier than the dismissal time. Students are not permitted to get early dismissal for night school. In the rare event that a student needs an early dismissal, the following procedures must be followed:



1. The legal guardian, on record in the main office, must come and sign the student out of school.
2. The student must get work from all missed classes prior to departure and make up all missed work.

### **LEAVING CAMPUS/CLOSED CAMPUS POLICY**

The University of Chicago Charter School has a closed campus policy; students are not permitted to leave campus during the school day, from the time of their arrival through dismissal. Students are not to be on campus before 7:30 a.m. or after 4 p.m. unless they are attending an authorized school activity. If students are waiting for an activity, they must stay in a pre-designated area. This policy also applies when students are participating in physical education activities off campus or when on field trips beyond the school property. Students are to remain under the supervision of adults at all times. Student are not allowed to order lunch to have delivered to the campus nor are they allowed to operate school appliances. Any student not abiding by these rules will be subject to disciplinary action as outlined in the Student Discipline Policy.

### **PASSES—UCW POLICY**

UCW high school students have a 5-minute passing period and UCW middle school students have a 3-minute passing period in between classes. During this time students are encouraged to get all necessary materials and supplies needed for class and making any necessary restroom stops. Passes are not allowed. In the event of an emergency, students will be escorted by security.

## **Safety and Security**

### **EMERGENCY SCHOOL CLOSING**

If school must be canceled for the day or the opening delayed due to severe weather, the information will be broadcast by major radio stations beginning at 6 a.m. Listen for possible closings or delayed openings on the radio rather than calling the school office.

Parents will be notified in the event children must be dismissed before the end of a school day due to an emergency.

### **FIRE AND DISASTER DRILLS**

Fire and emergency drills are conducted regularly for the safety of children. These drills familiarize children with the locations of the nearest exits, the procedure for evacuating the building, and where to take cover in the building in case of an impending disaster, such as a tornado.

## SCHOOL SECURITY

There will be full-time security staff provided at the main entrance to the campus. All visitors are required to sign in and out and check in at the main office for a pass during the school year.

## Health Services and Medical Policies

### HEALTH SERVICES

The Charter School has the services of a nurse, psychologist, and a speech pathologist on a part-time basis. Additional support is provided on a case-by-case basis.

At the beginning of each school year a Medical Information Form is sent home for parents/guardians to update the medical status of their child(ren). **It is the responsibility of parents/guardians to keep the school informed of any changes in the medical condition or medication of the children.**

### PHYSICAL EXAMS

According to the School Code of Illinois, physical examinations are required of all children prior to entering 6th grade and children new to the public school system. By law, children cannot be allowed to enroll and are excluded from school until this requirement is met. Physical exams, signed and dated by the physician, within one calendar year of enrollment are accepted for the new school year. Forms are available in the office.

### IMMUNIZATIONS

Immunizations are a part of the physical examination. State of Illinois law requires that upon entrance into school, each student must show evidence of immunization to Diphtheria-Pertussis-Tetanus (DPT), Polio, Measles-Mumps-Rubella (MMR), and Hepatitis (Hib). It is essential that the month, day, and year of each immunization be recorded by the physician.

According to state requirements, the fourth polio booster and the fifth DPT booster must be given after the fourth birthday. Children entering the 5th grade in the fall of 2005 must show evidence of having received their doses of hepatitis B vaccine.

Illinois has expanded its requirements regarding measles immunizations. Children enrolled in all grade levels are required to have two doses of measles vaccine. The school nurse monitors the health files for all children and will notify parents regarding immunizations that are needed.

If the physical condition of the child is such that any one or more of the immunizing agents should not be administered, the examining physician

responsible for the health examination must note that fact on the examination form. Parents objecting to the physical exams and/or immunizations on religious grounds must submit a signed statement detailing the grounds for the objection.

### **DENTAL EXAMS**

Dental exams are required for all new enrollees and 6th graders. It is recommended that all children have a dental exam.

### **MEDICAL EXCLUSIONS**

All children must have an up-to-date medical file with the appropriate immunizations for their age. Children who do not will be given notices of non-compliance. They may be excluded from school until they have proof of immunizations and/or medical examinations after October 15.

### **LICE AND RINGWORM**

Pediculosis (lice) and Dermatomyces (ringworm) are highly contagious conditions and can be easily treated with special shampoos and/or ointments. Children will be excluded from school until proof of treatment has been provided.

### **VISION AND HEARING SCREENING**

A vision and hearing screening will be provided by the school for all children on an annual basis.

### **MEDICATION**

In the event the doctor authorizes the child to return to school and states in writing that medication must be administered during school hours, then the following guidelines must be followed:

- No teacher can administer any form of medication.
- Prescription medicine must be in a container labeled by the pharmacy, which states the child's name, physician's name, the name of the medicine, the dosage to be given, and the time to be administered. All medication must be self-administered by the student.
- Medication must be stored in the office. Children are not allowed to keep medicine in the classroom.
- Medication sent to school in baggies, envelopes, school lunch bags, etc., is not acceptable. It will be confiscated and returned to the parent only.

- The doctor's order and a written request from the parent or guardian requesting the medication be given during school hours must accompany the medication along with the reason for taking medication and the side effects. Children will be allowed to take their medication in the presence of authorized school personnel.
- Children with asthma are allowed to carry their inhaler and to self-medicate if the appropriate forms are completed by the physician and parent. We highly encourage parents of older children to take advantage of this opportunity and complete the forms so children may have access to their inhaler on a timely basis.

## **STUDENT EMERGENCY INFORMATION**

Student emergencies and illnesses sometimes occur during the school day. When this happens, parents will be called. If a parent cannot be contacted, the emergency form will be used to locate and call a designated adult. Therefore, it is crucial that the school be notified if address or phone number changes occur for either parents or emergency contacts.

If we are unable to reach any of the numbers listed, we will contact the Chicago Police Department or the nearest hospital. The school procedures for emergency care are as follows.

If your child has a minor accident, the following steps will be taken:

- First aid will be administered according to school-approved procedures.
- If your child is all right, he/she will be returned to class.
- In absence of the nurse in the building, we will contact the parent with a note or phone call.

If your child cannot return to class because of illness or major injury, the following steps will be taken:

- First aid will be administered according to school-approved procedures.
- You will be contacted and once arrangements have been made with you, your child will be allowed to leave the school with you or your designee.
- In the event that you cannot be reached, the emergency contact number will be called.

If we are unable to make contact with you or the emergency contact person, your child will be kept in school. Continued attempts to reach you or the emergency contact person will be made by school personnel.

If your child is in need of immediate medical attention, the following steps will be taken:

- First aid will be given according to school-approved procedure.
- Transportation to a medical facility will be arranged for your child.
- You will be notified. If you cannot be reached, the emergency contact will be called.

## ALLERGIES

If your child has allergies, please alert the school. **All allergic conditions require medical documentation.** They may be noted by the physician on the medical form at the time of the examination.

## Nutrition

### BREAKFAST

Breakfast is available for all public school students at no cost, and is available at each campus before school. Each campus offers breakfast at least 30 minutes before the school day begins.

### LUNCH

Lunch is available at each school campus and is currently provided by Chartwell's.

Lunch costs are based on family income and determined from the lunch application.

Any food **restrictions** and/or **allergies** must be noted on the medical forms. An allergy action plan must be obtained from the health care provider and a copy placed on file in the school office.

### SNACKS

Snacks brought from home should be nutritious and nut-free. Excellent, nutritious, and tasty snack food choices are fruits, vegetables, cheese sticks, crackers, and applesauce. Junk food should not be brought to school and is not acceptable for snacks or celebrations. Check with teachers to determine acceptable foods.

### BEVERAGES

Milk is usually served with breakfast and lunch. If your child is unable to drink milk, please note this on the medical form.

Parents/guardians are encouraged to send water with children in non-breakable bottles and/or Thermoses.

Energy drinks are considered unsafe and unhealthy, and should not be allowed to be brought to school.

## Student Discipline Policy

In order to create a safe, calm, and positive classroom environment, teachers are expected to provide universal behavior supports throughout the day, such as facilitating morning meeting, explicitly teaching social emotional learning standards, and engaging in social emotional instructional activities at least twice a week. Additionally, teachers implement a classroom management plan with clear expectations, consistent positive reinforcements, and a clear hierarchy of consequences. The classroom management plan is posted in the classroom and discussed daily with students.

If all components of a positive classroom environment are in place and a student continues to have difficulty managing behavior, multiple interventions should take place to help the student self manage. These interventions may include, but are not limited to, redirecting the student, changing the student's seat, private (not public) conversations, and a request for the Student Support team to provide social support services in one-on-one or small group settings.

If a student moves through all levels of consequences in the classroom management plan without success, the behavior should be **logged on Powerschool**. At the elementary level, a note should be sent home to the parents as well. The goal is to provide realistic and timely documentation of student behaviors. If a student is referred to the Student Support team for behavior concerns, the teacher will be asked for Powerschool documentation before a meeting is scheduled.

Male and female mentoring programs are in place at each campus. UChicago Charter has partnerships with various social service agencies to provide individual and family supports on a case-by-case basis and uses restorative justice policies in order to offer additional support to students who are developing their ability to meet all expectations.

Students are expected to take responsibility to do hard intellectual work, demonstrate respect for themselves, each other, teachers, administrators, staff, and school volunteers, and contribute to a peaceful environment for learning. Students who fail to engage in responsible and respectful behavior, or otherwise display inappropriate behavior that diminishes the rights of students, teachers, staff, administrators, and school volunteers to a safe, orderly, and peaceful campus, should expect to face consequences under the UChicago Charter School Discipline Policy.

This Discipline Policy applies to actions of students during school hours, before and after school, while on school property, at all school-sponsored events, field trips, internships, and community activities, and while using the University of Chicago Charter School Network or any Information Technology Device when the actions affect the mission or operation of the School. Students may also be subject to this Discipline Policy for inappropriate behaviors that occur off-campus

or during non-school hours when the misconduct disrupts or may disrupt the safe, orderly, and peaceful learning environment of the School.

This Discipline Policy applies to students in the first through 12th grades enrolled at any of the University of Chicago Charter School's campuses—North Kenwood/Oakland, Carter G. Woodson, Donoghue, and Woodlawn. Campus Directors may refer to this policy as a guide and use discretion in applying it to students in pre-kindergarten or kindergarten who engage in inappropriate behaviors, with any decision to suspend or expel requiring prior approval from the Executive Director of the School.

Disciplinary consequences for students in grades 1-5 exhibiting unacceptable behavior will not be the same, or necessarily as severe, as those students in grades 6-12. Special attention will be paid to students with individualized education plans (IEPs) who engage in inappropriate behavior, ensuring that said behavior is not a manifestation of the student's recognized disability, before determining disciplinary action.

This Discipline Policy ensures due process to students. That is, a student has the right to respond to charges and the Campus Director will make reasonable efforts to call the student's parent or guardian before a consequence is invoked. Additionally, a student has the right to appeal.

A Campus Director may modify and/or change any proposed disciplinary action, including a recommendation to expel, based upon a thorough investigation of the circumstances. In cases of recurring infractions, each successive level of student discipline will be documented and kept with the student's records. Suspension hearings and suspensions will be communicated to the parent or guardian in writing and may also be sent by certified mail.

This Discipline Policy describes six groups of inappropriate behaviors. The behaviors in Group One are the least egregious, while the behaviors listed in Group Six are the most egregious. This Policy is progressive, whereby consequences for exhibiting unacceptable behavior(s) are the least severe for the least serious infraction, as shown in Group One, and the most severe for the most serious infraction, as shown in Group Six. This Discipline Policy is not intended to be inclusive of all possible student misbehaviors. Campus Directors are responsible for addressing inappropriate student behaviors not specified in this Policy with appropriate consequences based upon a fair process.

## **GROUP ONE**

### **Unacceptable Behaviors**

- Running and/or making excessive noise in the hall or building
- Leaving the classroom without permission
- Displaying behavior disruptive to the orderly process of instruction, student learning, or advising
- Loitering
- Failing to attend class without a valid excuse
- Persistent tardiness to school or class
- Violation of school uniform policy
- Use of the University of Chicago Charter School Network (“Network”) for the purpose of accessing non-educational material

### **First Violation of Any Group One Behavior**

- Teacher-Student Conference
- Teacher-Student-Parent Conference
- Loss of a privilege, e.g., recess

### **Repeated Violations of Any Group One Behavior**

- Teacher-Student-Resource Person-Administrator Conference
- In-school suspension (1-3 days)
- Detention
- Suspension of a privilege, e.g., recess, for 1-3 days
- Suspension of privileges from the University of Chicago Charter School Network (“Network”) for 1-5 days, in addition to any other disciplinary action listed, if the infraction applies to a Network offense.

## **GROUP TWO**

### **Unacceptable Behaviors**

- Posting or distributing unauthorized or other written materials on school grounds
- Leaving the school or a class trip without written permission
- Interfering with school authorities and programs through walkouts or sit-ins
- Initiating or participating in any unacceptable minor physical actions
- Exhibiting or publishing any profane, obscene, indecent, immoral, threatening, disrespectful, libelous, or offensive written materials, language or gestures
- Possession and/or use of tobacco products, matches, cigarette lighters, or rolling papers
- Failing to provide proper identification
- Defying (disobeying) the authority of school personnel



- Unauthorized use of school parking or other school areas
- Use of the Network for the purposes of distribution or downloading non-educational material
- Unauthorized possession of pagers or cellphones
- Any behavior not otherwise listed in Groups One and Two of this Policy, the commission of which is disruptive to the school's educational process

#### **First Violation of Any Group Two Behavior**

- Teacher-Student Conference
- Teacher-Student-Parent Conference
- Teacher-Student-Resource Person-Administrator Conference
- Confiscation of cellphone or pager with return of cellphone or pager to parent
- In-school suspension (1-5 days)
- Detention
- Suspension of one or more privileges, e.g., recess, for 1-3 days

#### **Repeated Violations of Any Group Two Behavior**

- Confiscation of cell phone or pager for up to one semester
- In-school suspension (1-5 days)
- Detention
- Suspension (1-5 days)
- Suspension of one or more privileges, e.g., recess, for 1-5 days
- Suspension of privileges from the Network for up to one semester, in addition to any other disciplinary

### **GROUP THREE**

#### **Unacceptable Behaviors**

- Disruptive behavior on a school bus
- Gambling
- Profane, obscene, indecent, immoral, threatening, disrespectful, or offensive language, gestures, propositions, behavior, or harassment, including language, gestures, propositions, behaviors, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, or disability
- Forgery
- Plagiarizing, cheating, and/or copying the work of another student or source
- Verbal or physical bullying behaviors
- Unauthorized activation or use of pagers or cell phones

- Use of the Network or an Information Technology Device for any unauthorized purpose not otherwise listed in this Policy
- Any behavior not otherwise listed in Groups 1 through 3 of this Policy, the commission of which is seriously disruptive to the school's educational process

### **First Violation of Any Group Three Behavior**

- Teacher-Student-Resource Person-Administrator Conference
- Suspension from bus services, if the infraction occurred on a bus.
- In-school suspension (1-5 days)
- Detention
- Suspension (1-5 Days)
- Suspension of one or more privileges, e.g., recess, for 1-5 days

### **Repeated Violations of Any Group Three Behavior**

- Removal from bus services, if the infraction occurred on a bus.
- Confiscation of cellphone or pager for up to one year, if the infraction involved a cellphone or pager
- Suspension (1-10 days)
- Suspension of Network privileges for up to one year, in addition to any other disciplinary action listed, if the infraction applies to a Network or Information Technology Device offense

## **GROUP FOUR**

Violations in Group 4 marked with an asterisk (\*) will result in contacting the Chicago Police Department.

### **Unacceptable Behaviors**

- Fighting
- Overt display of gang affiliation
- Assault of a student (See Group 6 for assault of an adult)
- Battery or aiding or abetting in the commission of a battery of a student (See Group 6 for battery of an adult)
- False activation of a fire alarm that does not cause a campus to be evacuated or emergency services to be notified
- Extortion
- Vandalism or criminal damage to property resulting in damages not exceeding \$500\*
- Theft or possession of stolen property not exceeding \$150 in value
- Possession, use, or delivery of fireworks

- Disorderly conduct
- Trespassing on any University of Chicago Charter School campus
- Knowingly or intentionally using the Network or Information Technology Devices to spread viruses on the Network\*
- Any behavior not otherwise listed in Groups One through Four of this Policy, the commission of which is very seriously disruptive to the school's educational process

#### **First Violation of Any Group Four Behavior**

- Teacher-Student-Resource Person-Administrator Conference
- In-school suspension (1-5 days)
- Detention
- Suspension (1-10 days)
- Suspension of Network privileges for up to one year in addition to any other disciplinary action listed, if the infraction applies to a Network or an Information Technology Device offense

#### **Repeated Violations of Any Group Four Behavior**

(See Group Six for consequences with respect to the third instance of fighting.)

- Possible referral for an expulsion hearing

### **GROUP FIVE**

Violations in Group 5 marked with an asterisk (\*) will result in contacting the Chicago Police Department.

#### **Unacceptable Behaviors**

- Aggravated assault of a student\* (see Group 6 for aggravated assault of an adult)
- Burglary\*
- Theft or possession of stolen property exceeding \$150 in value\*
- Use of intimidation, credible threats of violence, coercion, or bullying
- Gross disobedience to the authority of school personnel
- Gang activity\*
- Inappropriate sexual conduct\*
- Engaging or attempting to engage in any other illegal behavior that interferes with the school's educational process\*
- Persistent or severe acts of sexual harassment\*
- False activation of a fire alarm that causes a campus facility to be evacuated\*

- Hacking into the Network or use of any computer or information technology device to stalk, harass, otherwise intimidate others, to access student records or other unauthorized information and/or to otherwise cause a security hazard\*
- Vandalism or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel\*

#### **First Violation of Any Group Five Behavior**

- Suspension (5-10 days)
- Possible referral for an expulsion hearing

#### **Second Violation of Any Group Five Behavior**

- Suspension (10 days) and referral for an expulsion hearing

#### **Network or Technology Device Violations**

- Network privileges may be revoked for up to two years, in addition to other disciplinary actions available

### **GROUP SIX**

All violations in Group 6 will result in contacting the Chicago Police Department.

#### **Unacceptable Behaviors**

- Intentionally causing or attempting to cause all or a portion of the Network to become inoperable
- Arson
- Bomb threat
- Robbery
- Sex violations or aiding and abetting in the commission of a sex violation
- Possession and/or use of a dangerous weapon, including but not limited to a gun, knife or lookalike weapon
- Possession and/or use of a controlled substance including but not limited to alcohol, marijuana, cocaine, and heroin
- Assault or aggravated assault of a teacher, administrator, staff member, or school volunteer
- Battery or aggravated battery or aiding or abetting in the commission of a battery or in the commission of an aggravated battery of a teacher, administrator, staff members, or school volunteer
- Aggravated battery or aiding or abetting in the commission of an aggravated battery of a student

- Murder
- Attempted murder
- Kidnapping
- Fighting

#### **First Violation of Any Group Six Behavior**

- Suspension (10 days) and referral for an expulsion hearing

#### **Third Instance of Fighting**

- Suspension (10 days) and referral for an expulsion hearing

## Procedural Safeguards for Discipline of Students with Disabilities/Impairments\*

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773.553.1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized

\* All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with 5504 plans.

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

2. The IEP team must:

A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:

- 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
- 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.

B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan 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 SCC, 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.

## Expulsion

Expulsion is the permanent removal of a student from the University of Chicago Charter School by a vote of the Charter School's governing board, or a determination by a member of its governing board who has been delegated such authority by the Charter School's governing board chair. Any student who is charged with a violation subject to expulsion shall be suspended from school immediately, pending the outcome of an expulsion hearing. A hearing will be held within 10 school days of the infraction. The student's parent or guardian shall be notified in writing of an expulsion hearing, including explicit mention of the opportunity to have representation, along

with the opportunity to present evidence and witnesses. An authorized member of the governing board will conduct the expulsion hearing.

Any student who has been expelled from the University of Chicago Charter School pursuant to these provisions shall have the right to appeal to a hearing officer identified by the Executive Director of the University of Chicago Charter School. The expelled student shall have 10 days from the date of the expulsion in which to notify the Executive Director of his or her appeal in writing. The student has the right to counsel at a hearing before the hearing officer. The final decision of the hearing officer will be communicated in writing to the parent or guardian of the student, the Executive Director of the University of Chicago Charter School, and the University of Chicago Charter School Governing Board.

## School Fees

There is an annual school fee required for all students who attend the University of Chicago Charter School. In addition to the school fee, additional fees may be required of students. These include but are not limited to book fees, detention fees, fees for sports participation or extended day programming, field trips, technology use and course fees.

**DONOGHUE** \$75

**NORTH KENWOOD/OAKLAND** \$75

**CARTER G. WOODSON**

6th grade: \$75

7th and 8th grades: \$325

**WOODLAWN**

6th grade: \$100

7th grade: \$100

8th grade: \$335 (includes graduation fee)

9th, 10th, 11th grades: \$200

12th grade: \$520 (includes graduation fee)

**WOODLAWN—COLLEGE WEEK**

6th, 7th grade: \$75

8th, 9th, 10th, 11th grade: \$150

12th grade: \$60

## Visitor's Policy

All visitors to the premises, buildings, and grounds of a University of Chicago Charter School campus are expected to conduct themselves in a manner consistent with this policy. For purposes of this policy, a "visitor" is defined as any

person other than an enrolled student or employee.

- A. All visitors to a campus are required to report on the main administrative office of the campus or designated area and receive permission to remain on school property. All visitors must sign a visitors' log and wear a visitor's badge. When leaving the school, visitors must return their badges and sign out. On those occasions when large groups of individuals are invited onto school property, visitors are not required to sign in but must follow officials' instructions given by the campus administration. Persons on school property without permission will be directed to leave and may be subject to criminal persecution.
- B. Any person wishing to formally confer with a staff member, including a parent, should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held during the teacher's conference/preparation period.
- C. Any staff member may request identification from any person on the grounds or property of a University of Chicago Charter School. The Campus Director or designee shall seek the immediate removal of any person who refuses to provide requested identification.
- D. The University of Chicago Charter School expects mutual respect, civility, and orderly conduct among all people on its campuses or at a school event. No person on a school campus or at a school event (including visitors, students, and employees) shall:
  - 1. Strike, injure, threaten, harass, or intimidate a staff member or any other person;
  - 2. Use vulgar or obscene language;
  - 3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
  - 4. Damage or threaten to damage another's property;
  - 5. Damage or deface the property of the University of Chicago Charter School;
  - 6. Violate any Illinois' law, Cook County, or City of Chicago ordinance
  - 7. Smoke or otherwise use tobacco products;
  - 8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs;
  - 9. Impede, delay, disrupt, or otherwise interfere with any campus activity or function of the University of Chicago Charter School;
  - 10. Enter upon any portion of the premises of the University of Chicago



Charter School at any time for purposes other than those that are lawful and authorized; or

11. Engage in any conduct that interferes with, disrupts, or adversely affects the University of Chicago Charter School or a function of the University of Chicago Charter School.

Any person who engages in any prohibited conduct may be asked to leave the premises of the University of Chicago Charter School and the police may be contacted as appropriate.

## School Parental Involvement Policy

The University of Chicago Charter School agrees to implement the statutory requirements by section 1118 of the Elementary and Secondary Education Act (ESEA).

The campuses will:

- Make the policy available to parents and coordinate the annual updating of the policy to ensure the changing needs of parents are met.
- Provide accommodations and support to ensure full parent participation from parents with disabilities, limited English proficiency, and other individuals and/or groups with special needs.
- Post the policy on the campus websites, include in the policy in the parent handbook, and provide opportunities for discussion and program development, and evaluation at Family, Teacher, Community Organization (FTCO) meeting.
- Host a school-wide parent involvement/volunteer event annually to inform parents of the many opportunities to engage with their child's school.
- Provide each parent an individual student report about the performance of their child on the state assessment in math, language arts, science and reading.
- Notify parents when their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

In addition, UChicago Charter will communicate the following information to parents/guardians in written and presentation form on an annual basis:

- Common Core State Standards
- Student achievement standards
- Student achievement monitoring systems
- Student assessments
- Title 1 policies and procedures

- Schedule of parent-teacher conferences and academic school-wide and grade-level events

## Family, Student, and School Agreement

The mission of the University of Chicago Charter School is to prepare all students for success in college, beginning in prekindergarten. To achieve this mission, we believe we must build collaborative relationships with the families we serve and make clear what we expect of each and every student. We commit to fulfilling the following expectations and ask families to make commitments to fulfill expectations in return.

### **Every Family and Student Can Expect the University of Chicago Charter School to:**

1. Provide a safe and respectful school environment that supports students in working hard, learning deeply, and achieving at high levels. (Fostering the UChicago Charter core values: Scholarship. Leadership. Excellence. Grit.)
2. Provide families with regular updates on their children's progress toward their documented annual academic goals.
3. Send school newsletters home at least monthly during the academic year.
4. Contact parents/guardians promptly in the event of an emergency.
5. Provide families with workshops and other opportunities to learn more about how to support the academic, social, emotional, and healthy development of children.
6. Model and teach respect, responsibility for learning, responsive listening, collaboration, appreciation, goal setting and planning, self-assessment, problem solving, and conflict resolution.
7. Promote college admission and completion as an expectation and obtainable goal for all students by establishing high academic standards, sponsoring college visits, career exploration activities and providing access to mentors and role models.
8. Create viable opportunities to train and foster student leadership.
9. Provide student access to extended learning experiences (summer school, Saturday enrichment, intersession work booklets, College Week, etc.) to support student learning as appropriate by grade level and campus context.
10. Create a learning environment that is culturally relevant and creates opportunities to engage in meaningful learning experiences in the communities surrounding the UChicago Charter campuses and the stakeholders that reside there.
11. Foster a campus environment that encourages volunteerism and parent engagement.
12. Provide high quality, rigorous differentiated instruction, including RTI supports, based on individual student abilities and needs to achieve academic success.

13. Recruit and train a cadre of highly qualified and committed staff that are committed to promoting a college going culture.
14. Return all phone calls and emails within 48 business hours.

**The University of Chicago Charter School Expects Families to:**

1. Send their children to school ready to learn—well-rested, well-fed, healthy, and in uniform. Create their own set of consequences at home for their children's poor behavior and/or poor academic performance and lack of living up to their full potential.
2. Ensure their children arrive to school on time and depart for home on time, using safe passages both ways.
3. Ensure that their children read each night:
  - Elementary: Children read or are read to each night.
  - Middle: Ensure that children read 45 minutes each night.
  - High: Check that their son or daughter has read for an hour each night.
4. Understand that their children are to complete all required work including homework. Understand that the work must be on time to receive full credit.
5. Agree to provide their children with all required basic classroom supplies, as outlined on the annual grade level supply lists and pay all campus fees as outlined in the parent handbook.
6. Monitor classwork by talking with their children and reviewing their progress/grades on Powerschool (the school website) at least once a week. If parents have any questions or concerns about their child's progress/grades, they communicate them with the teacher immediately.
7. Agree to develop a plan for their children that supports their academic and social development during non-discretionary hours, including after school, weekends, breaks, and holidays.
8. Always act in a professional manner when speaking with all people in our school community: UChicago Charter staff members, fellow parents, and students.
9. Help their children prepare for middle/high school, college, and life by supporting and encouraging them to adhere to the UChicago Charter core values: Scholarship. Leadership. Excellence. Grit.
10. Attend a minimum of two of the following: family/or parent workshops, curriculum nights, special events, grade level events or FTCO meetings on an annual basis.
11. Attend all mandatory meetings at each campus. This includes, but is not limited to:
  - Report Card Conferences
  - Mid-Term Conferences (UCW High School and Middle School)
  - Summer Registration/Orientation Events

- 12th Grade FAFSA Nights
  - 8th Grade Graduation Meeting
  - 5th Grade Transition Meetings
12. Reinforce expectations for children to be respectful, take responsibility for learning, actively listen, collaborate with and appreciate others, set goals (including 1.5 year's literacy growth as assessed by STEP™ Assessment) and plans for meeting them, self-assess progress, solve problems, and resolve conflicts.
  13. Communicate with the teacher on a regular basis, including returning all school related correspondence within 48 hours and attending ALL parent-teacher conferences.
  14. Inform the school of change of address or telephone number and return immunization records, birth certificates, hearing and vision screenings, and proof of address as requested by the school.

**The University of Chicago Charter School Expects Students to:**

1. Come to school ready to work hard and learn.
2. Arrive on time to school and depart for home on time, using safe passages both ways.
3. Be in uniform.
4. Complete all schoolwork and submit it on time.
5. Fulfill expectations to be respectful, take responsibility for their own learning, listen attentively, collaborate with and appreciate others, set goals and plans for meeting them, self-assess progress, solve problems, respect their environment, and resolve conflicts.
6. Seek an adult whenever they need help.
7. Work to achieve 1.5 years growth annually in literacy and math.
8. Actively work to adhere to and develop the UChicago Charter core values: Scholarship. Leadership. Excellence. Grit.

**All UChicago Charter families and students must sign and return the agreement located at the end of this handbook, documenting understanding and acceptance of all school policies.**

## Parent Complaint Process

Parents are expected and encouraged to be active participants in their students' learning. If a parent has any concerns or feels their student is not being duly served by the UChicago Charter School, UChicago Charter staff will work with the parent according to the procedure below to address and resolve these concerns:

1. A parent should first contact the leadership team at his/her child's campus to discuss concerns. The campus will work with the parent to address and resolve the issue.
2. If a parent has reached out to his/her child's campus but still feels concerns have not been resolved, the parent should then contact the UChicago Charter School Director/CEO, Chief Academic Officer, or Director of Admissions.
3. UChicago Charter leadership will listen to the parent's concern and contact the campus to 1) inform the campus that the parent contacted UChicago Charter leadership regarding the issue, 2) share the parent's concern, and 3) ask the campus to make a second attempt to identify a solution.
4. If a parent still feels the issue is not resolved after his/her child's campus makes a second attempt, UChicago Charter leadership will work directly with the parent to attempt to resolve the issue.

## Family Teacher Community Organizations (FTCO)

Each campus of the University of Chicago Charter School has a FTCO that includes parents and guardians of enrolled students.

The FTCO are dedicated to the UChicago Charter School mission of preparing students for graduation from 4-year colleges through its partnership with leadership, faculty, the governing board, parents, and students. Its purpose is to promote empowerment and engagement between the school and home, as well as provide support for fund raising, events, and volunteer opportunities.

### Chairs

Rasaan Liddell, Donoghue Parent  
 LaDonna Peppers, UCW High  
 Denise Brown, UCW Middle  
 Kevin Holloway, CGW  
 LaTonya Maxwell, Donoghue  
 Donna Dortzbach, NKO

## ADA Policy

### NOTIFICATION TO THE PUBLIC

UChicago Charter School welcomes students, parents, employees, and community members with disabilities. For information about how to obtain accommodations for classes, activities, and events, please contact the Campus Director.

North Kenwood/Oakland, Carter G. Woodson, and Woodlawn campuses are wheelchair accessible and each campus has an elevator to allow access to the upper floors. In the event the elevator is non-operational, classes that

have students who have an impairment and limited mobility will be moved to the 1st floor. Donoghue is prepared to relocate classrooms to the first floor to accommodate students in wheelchairs, as necessary. Advance notice for relocation may be needed depending on the accommodation required. All requests should be submitted to the Campus Director for approval.

## About the Urban Education Institute

The University of Chicago Charter School is one of four components of the University of Chicago Urban Education Institute.

The mission of the UEI is to create knowledge to produce reliably excellent urban schooling. The majority of our nation's public schools fail to prepare students from low-income families to succeed in college and life.

UEI has amassed decades of empirical evidence that demonstrates the extraordinary influence schooling can have on the lives of children. Taken as a whole, UEI represents a model for how higher education institutions can engage systematically in the improvement of pre-K-12th grade schooling. The meaningful intersection of applied and scholarly research, teacher education, the operation of exemplary schools, and creation and dissemination of tools and solutions that are research-based and practice-proven provides the opportunity to improve American schooling nationwide. No other institution in the country joins these domains of work and depth of expertise under a single roof, enabling UEI to make lasting and significant changes to the quality of American education.

### **The four primary components of the UEI are:**

**University of Chicago Charter School** is a Pre-K-12 superhighway to college. There are four campuses of the UChicago Charter School, located in neighborhoods across the South Side, proximate to the University. The Donoghue and North Kenwood/Oakland campuses serve pre-K-5th grade students, the Carter G. Woodson Campus serves 6th-8th grade students, and the Woodlawn Campus serves 6th-12th grade students. The UChicago Charter School is non-selective (admitting students by lottery) and enrolls approximately 1,900 African American students.

**University of Chicago Consortium on Chicago School Research (UChicago CCSR)** leads UEI's applied research effort, informing practice, policy, and the public about school in Chicago. Since its founding in 1990, UChicago CCSR has undertaken research to document, analyze, and assess Chicago's school reform efforts. It's a national model for undertaking research to track the progress of urban school systems, partnering closely with district leaders, creating and administering

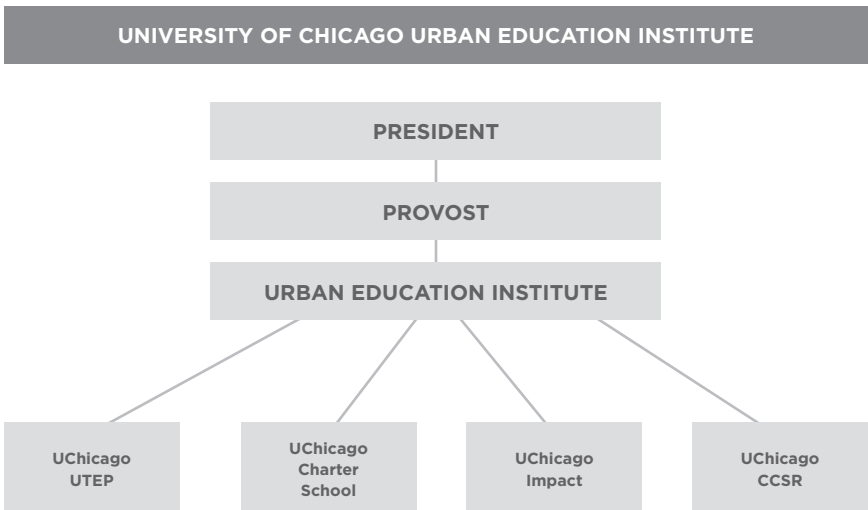
longitudinal surveys of schools, and creating indicators and methods to deepen understanding of school reform and improve educational practice. As a result, UChicago CCSR is being replicated in cities and states nationwide.

**University of Chicago Urban Teacher Education Program (UChicago UTEP)** prepares exemplary teachers for Chicago Public Schools while empirically testing a model for urban teacher preparation and support. UChicago UTEP is a two-year graduate program accredited by the Illinois State Board of Education. Students enroll in rigorous coursework and receive intensive clinical preparation over a 15-month period. Graduates receive three years of in-classroom coaching upon entry into Chicago schools. The retention rates for graduates dramatically exceed national norms. Nationwide, 50 percent of teachers leave the profession within five years. UChicago UTEP’s five-year retention rate is approximately 90 percent.

**UChicago Impact** provides schools, school systems, and states with the highest quality research-based diagnostic tools and training designed to produce reliably excellent schooling. UChicago Impact tools and training are derived from knowledge culled across UEI—from our applied research, teacher training, and the day-to-day operation of effective schools. All UChicago Impact products are research and practice based—designed to improve instruction, leadership, and college readiness and to accelerate academic achievement. UChicago Impact worked in 55 cities and 23 states—including in some of the highest performing school systems and charter management organizations nationwide.

Visit [uei.uchicago.edu](http://uei.uchicago.edu) for more information.

## Organizational Chart







# Donoghue Campus

## Pre-K to 5th Grade

707 East 37th Street  
Chicago, IL 60653  
773.285.5301

### STUDENT CREED

In our tribe...

We are **D**estined to be successful

We acknowledge our **R**ight

to pass or participate

We are **E**ngaged in our learning

We **A**cknowledge appreciations instead of put-downs

We show each other **M**utual respect

In our tribe we dare to **DREAM**

## School Culture

Students spend a lot of time at school and that time is important to us. As a result, we as parents, teachers, and administrators must work together to create and maintain safe and focused learning environments.

## Donoghue Values

To maintain a positive school culture with clear and consistent behavior expectations, Donoghue has five school values (STICK):

- S**elf-Control
- T**eamwork
- I**ntegrity
- C**ommitment
- K**indness

These values will be embedded in our school culture in all parts of the day, in order to continue to develop students academically, and to foster a sense of citizenship, and connectedness to humanity. Each member of the Donoghue community is expected to uphold our values. To define what our values look and feel like in various settings in the building, we have developed a values (STICK) matrix. The STICK matrix clearly outlines expectations for all members of our school community.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>All Settings</b>	Keep your hands to yourself.  Think before you act.  Follow directions.	Appreciate differences.  Keep our community clean.	Be truthful.  Take responsibility for your actions (I...).	Give your best effort.	Be kind.  Support each other.
<b>Hallway</b>	Walk only (no running).	Stay in line and keep up with the pace of the group.	Go only where you are given permission to go.	Keep locker area clean.	Monitor your noise level.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>Cafeteria</b>	Use an inside voice  Eat only your own food.	Take turns talking.	If you drop or spill something, clean it up.	Eat your food.  Choose healthy food.	Use proper table manners.
<b>Bathroom</b>	Eliminate only in the toilet.  Keep feet off of walls and toilets. Feet are for the floor only.	Flush.	Keep the bathroom clean and graffiti free.  Report any damage, vandalism, or graffiti.	Be sanitary, wash your hands.	Respect privacy.
<b>Recess</b>	Play safely.  Wait your turn patiently.	Allow each person to have a turn when playing games.	Show good sportsmanship.	When recess is over, line up and quietly enter the building.	Include all of your classmates in your activities.
<b>Classroom</b>	Raise your hand and be recognized before you speak.  Stay in your assigned area.  Use an inside voice.  Only use the bathroom during independent work time.  Sit in your learning position (SLANT, lean in, knee to knee, eye to eye, etc.)	Take turns talking.  Listen attentively (look at the person who is speaking and be able to repeat what the person said).  When working in a group, participate and do your share to complete a task.	Maintain focus during independent work (centers, independent work time, if a teacher steps out, etc.).  Do the right thing at all times.	Come to school on time.  Bring all of your necessary supplies (materials, paper, books, glasses, etc.).  Finish what you start, even if it is challenging.	Use the problem solving steps to solve issues in a positive way.  Be able to respectfully disagree.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>Field Trips</b>	<p>Stay in your assigned area with your assigned chaperone.</p> <p>When on the bus, stay in your seat and fasten your seatbelt.</p>	Participate in all activities.	Demonstrate the NKO values.	Turn in permission slips on time.	Listen attentively to speakers and chaperones.
<b>Auditorium</b>	<p>Remain seated unless asked to do otherwise.</p> <p>Sit in the chairs.</p> <p>Catch the chair behind you.</p> <p>Walk in the aisles and down the stairs.</p> <p>Be calm and respectful backstage.</p>	<p>Listen for your cue to perform.</p> <p>Sit like a professional audience member</p> <p>Keep the auditorium free of food, debris, and clothes.</p>	Stay for the entire performance.	<p>Arrive 5 minutes before to start on time.</p> <p>Rehearse your performance at home and in class.</p> <p>Speak with your natural voice on stage (strong, clear, projected).</p>	<p>Listen to the performer.</p> <p>Applaud for the performer.</p>
<b>Gym</b>	Play safely. Follow the rules of the activity.	Participate in all activities	Show good sportsmanship.	Wear appropriate P.E. clothing (gym shoes are mandatory).	Show respect towards the abilities of others.

## Classroom Management Plans

To support our school values and promote a safe learning environment, each classroom teacher has developed a classroom management plan. These plans are driven by the overall expectations of the school. Each plan includes the classroom rules, a system of rewards and incentives to encourage positive social and academic behaviors, and a system of consequences to reduce negative social and academic behaviors.

## Daily Procedures

### ARRIVAL TIME

Students must arrive at 7:15 or 7:30 a.m. and will have breakfast in their classroom. Students are expected to stay in their assigned area until they are lined up for class. Students will go to class promptly at 8 a.m. During inclement weather, students will be permitted to enter the building under the direction of the school staff.

### AUTOMOBILE DROP-OFF AND PICK-UP

All pick-ups and drop-offs will take place through the school's main entrance on 37th Street. Parents/guardians are requested to drive by the school in an eastbound direction on 37th Street to reduce cross-traffic during busy times and allow for drop-off on the school side of the street. Street traffic will be blocked to through traffic from 7 to 8:15 a.m. and 3:15 to 3:45 p.m. Parents/guardians are asked to refrain from dropping students off on the north side of 37th Street or the west side of Cottage Grove, opposite to the school—these streets are busy and can be dangerous to cross.

**Parking on the south side of 37th Street directly in front of the main entrance is prohibited between the hours of 7 a.m. and 6 p.m. This area is reserved for dropping off and picking up students only. Dropping students off in the staff parking lot is prohibited.**

Parking is available along Cottage Grove and along the north side of 37th Street.

### LATE PICK-UP FINES

School is dismissed at 3:30 p.m. and all parents are expected to pick up their children on time. Parents/guardians who pick up their children after 3:45 p.m. will be charged \$10 for every 15 minutes late (i.e., 3:46-4 p.m. is \$10; 4:01-4:15 p.m. is \$20 etc.)

### COMMUTE PLAN FOR WALKING OR PUBLIC TRANSPORTATION

Parents must map out with their student(s) a route for walking or taking public transportation. This commute plan must be shared with the school and students are expected to follow this plan. If a change in route is necessary, students must notify

home and school so the whereabouts of the student during school commute hours is known.

## Cellphones

In some cases, students may need cellphones for safety and communication before and after school and while utilizing public transit. The phones must be turned off upon entry of the school building and must be turned in to their classroom teachers for safe keeping. At the end of the day, all cell phones will be returned to students. Any violation of these rules will result in the confiscation of the phone. Confiscated phones will be returned only to a parent/guardian. **If the phone is confiscated twice, it will be held until the end of the school year.** The school accepts no responsibility for lost or damaged cell phones.

We also require that cellphones used by parents/guardians be turned off while in the main office. We will not provide service to anyone who is speaking/texting on a cellphone.

## Uniforms

Students wear a uniform that consists of a maroon polo-style shirt and khaki bottoms. Acceptable bottoms consist of solid khaki pants, skirts, jumpers, or appropriate shorts in warmer weather. Belts are to be worn with pants and shorts. Jeans, non-Donoghue athletic pants, and other denim materials are not acceptable. Students must wear their gym uniform (Donoghue sweats only) on their designated gym days. Hooded sweatshirts (hoodies) are not allowed.

Repeated violations of the dress code will result in notices to parents and further disciplinary action.

Students' dress should support the educational/learning process. We rely on parents/guardians to monitor school clothing. The following guidelines are to be followed:

- Clothing should be appropriate and clean.
- Skirts, dresses, and shorts should not exceed a measurement of two inches above the knee.
- Students must wear a belt with uniform pants and shorts.
- Boys must tuck their shirts into their pants/shorts.
- Headgear of any kind may not be worn in the building, including hats, sweatbands, caps, and bandanas. **This rule applies to both girls and boys.**
- Students are not allowed to roll up their pant legs.

- Only school monogrammed hoodies are allowed.
- Students are to wear gym shoes, dress shoes or sandals with front and back straps. Flip flops are not allowed for safety reasons.
- Boys are not allowed to wear earrings and girls must refrain from wearing excessive jewelry that is distracting to the learning process.

## Recess

Our students will have regular recess and outdoor activity on a daily basis, weather permitting. We believe that providing recess for our students is healthy for their physical and mental well-being. Every student at Donoghue must participate in all scheduled recess periods with his or her classmates. **If a child is too sick to participate during their recess period please keep them at home. Donoghue does not have a full-time clinic or the professional medical staff to care for them during scheduled recess.** Students must follow the following rules of conduct during recess periods. If the rules of conduct are not fulfilled, children will lose the privilege of participating in recess.

Students will:

- Demonstrate respect for all members of the Donoghue community and the school environment.
- Refrain from aggressive behavior and physical contact.
- Share school provided recess equipment.
- Line up immediately and quietly when requested.
- Use quiet conversational voices while in line.
- Appropriate language is to be used at all times.

We request that all students dress appropriately for the weather. This is especially true during the winter months. Please make sure that your child wears winter boots, head coverings, gloves/mittens, and coats on a daily basis during cold weather.

## Homework

Homework provides children with opportunities for independent practice, extension of core concepts, and review of concepts and skills. Homework is a necessary and integral part of the learning process. It is the responsibility of parents to help their children develop good homework habits. Homework gets done when a parent:

- Finds a quiet place for the student to work at home
- Sets a daily “homework time” for the student

- Provides some help if the student is having difficulty
- Makes sure that homework supplies are available
- Checks to see that the homework is completed and signs for completion nightly
- Praises the student's work each night

*Students are responsible for completing their homework each night with quality. Parents are responsible for ensuring completion of homework. Failure to complete homework will result in a number of actions, including parent phone calls, loss of school privileges, parent/teacher/administrator conferences, and a lower class grade.*

## Progress Reports

Progress reports are issued three times per year. Progress reports are sent home with students at the halfway point of each of our three academic terms. These reports must be signed and returned to the homeroom teachers. Progress reports are an excellent tool for evaluating student progress and assisting students in making improvements before the end of each term.

## Report Cards

Report cards will be issued three times per year. Parent-teacher conferences will be held at the end of the first and second reporting periods. Final report cards will be distributed in June. Parent attendance at the conferences is mandatory.

## Student Records

Parents have the right to inspect all school records regarding their child. They can request changes to the record by submitting a request in writing to the school's director. That letter becomes part of the student's file. The decision to correct the records rests with the administrator, but can be appealed by the parents.

## Change to Student Records

Parents should immediately notify the school office in writing of any changes of address, telephone number, or emergency information. Any information concerning family illness, death, or change of marital status which parents feel should be shared with the school, in the best interest of the child, will be held in professional confidence.



## Academic Honesty Policy

Depending upon the assignment, students are instructed to either work as an individual or as a group. A student working as an individual must always turn in his own work. Work copied from a classmate, a peer, or otherwise plagiarized (i.e. taken from the Internet) will not be accepted. A parent will be notified and the student will be required to complete the work on their own for reduced credit. Repeated violations (two or more) will result in a parent/teacher/administrator conference and possible failure of the course.

## Promotion and Retention Policy

A review of all achievement scores must be considered for student retention. Whenever a student is not meeting the benchmark on achievement assessments (NWEA, ISAT), initiatives other than retention need to be considered. Retention of a student will be considered when a significant number of the following factors are present:

- The student, not due to a documented disability, is reading three STEP/Benchmark reading levels below grade level.
- The student is one year below grade level in mathematics.
- The student has received DNM (does not meet) in reading or mathematics for two terms on the report card.
- Past history indicates no previous retentions.
- An inordinate amount of absences (18 or more) has occurred.
- Appropriate tiered interventions, including Tier-3 interventions, have been provided and documented.

Students at Donoghue will not be double promoted. Instead, we will work to differentiate instruction and meet the needs of each child.

Final decisions on promotion/retention are based on a balance of grade level standards, core subject performance, and attendance. Students that meet those criteria are promoted to the next grade.

## Student Support Services/Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general

education teachers, special educators, and specialists and may include:

- Targeted group/individual instruction in the general education classroom
- Targeted group/individual instruction outside the classroom
- Tutoring
- Small group social skills instruction in or outside the classroom
- Individual/Group counseling
- Individual behavior management plans

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to intervention. RTI is designed for use when making decisions in both general education and special education domains.

It is also used for gathering data, which may determine whether a student needs special education services. Parents are advised when their student receives interventions in addition to general classroom instruction and are encouraged and welcomed to be a participant with the student support team in making intervention decisions for their child.

If you have a concern regarding your child's academic or social functioning or about the services your child is receiving, you should follow these steps:

1. Discuss the concern directly with the teacher and/or staff members. If no satisfactory action is taken, proceed to Step 2.
2. If the concern continues to exist, discuss the question or concern with the Coordinator of Academic/Social Support.
3. If the question or concern continues to exist, and has not yet been discussed with the School Director, the parent should discuss the issue directly with the School Director.

## Extended Day Program

A government study reported that students in after-school programs generally handle conflict better, were more cooperative with adults and peers, and had better social skills.

The Extended Day program is held at the Donoghue campus and run by Right At School. The program is designed to help students achieve academic success and develop positive values, high self-esteem, healthy habits, and a sense of purpose. The success of our program is contingent on regular attendance, student cooperation, and parent involvement. Please communicate often with the Extended Day staff to help sustain a successful program.

Enrollment is open to all Donoghue Campus students in grades kindergarten through 5th.

All participants are provided with:

- After-school snack
- Homework help
- Academic enrichment
- Arts and crafts
- Team building
- Recreation
- Educational incentives

### Monthly Fees

\$150

Payments are due in full on the 1st of each month. For your convenience we now accept online fee payments. Please go to [www.uchicagocharter.org](http://www.uchicagocharter.org) and click on the Donoghue tab. There is a \$25 late fee; students will be pulled and expected to be picked up at 3:30 p.m. if monthly fees are not made. **Regular attendance is mandatory.**

### PROGRAM HOURS

3:30–6 p.m. Monday, Tuesday, Thursday, Friday  
1–6 p.m. Wednesday

All students can be picked up in the auditorium beginning at 5:45 p.m.

### LATE PICK-UPS

Late pick-ups present a serious hardship for the extended day programming staff and will be billed at the rate of \$10 per 15 minutes beginning at 6:15 p.m. These late pick-up fines are payable immediately. The fee must be paid in full before students can return to the program. A continuing pattern of late pick-ups may result in expulsion from the Extended Day program. Please contact Donoghue's main office at 773.285.5301 for information about the PreK Extended Day Program.

**For more information contact:**

Right At School  
855.AT.SCHOOL (287.2466)

## Report Card Pick Up and Parent-Teacher Conferences

Progress reports will be distributed to students three times a year. We strongly recommend that teachers consistently engage parents in conversations regarding the academic performance and social and emotional well being of their children.

## Athletic Policy

Donoghue provides students with the opportunity to participate in extracurricular athletic teams.

These sports require students to be in good physical shape and condition. Students are expected to participate in strenuous activities that demand physical strength and endurance.

While participating in an extracurricular sport, the risk of injury can be significant, and student injuries could result in broken bones, partial or total paralysis, or even death.

Because of the possibility of serious injury or death, students must have a parent or guardian's consent to participate on an extracurricular athletic team.

By signing the consent form, students and parents/guardians release the University of Chicago Charter School Donoghue Campus' employees, the Urban Education Institute, and the Charter School Corporation from any claim of negligence and liability arising from claims for damages for injury to student athletes and any claim for loss of, or damage to, student athletes property which may arise out of his/her participation on an extracurricular athletic team.

## STUDENT-ATHLETE CONTRACT

### Academic

1. If a student has a failing grade when report cards or progress reports are issued, he is ineligible to participate in athletics.
2. If a student misses three or more homework assignments, he will not be allowed to play in the game that week. If a student does not complete a homework assignment on practice day, they will not be allowed to practice that day.

**Absences**

1. If a student misses two practices without a valid reason, he/she will be suspended for one full game. However, the student-athlete must still attend the game as part of the team.
2. If a student is absent from school, he/she may not participate in practice or games scheduled on that day.
3. If a student is absent or late to school five days or more, he/she will not be eligible to participate in the athletic program.

**Discipline**

1. Receipt of one disciplinary referral will cause the student athlete to miss practice.
2. Receipt of two disciplinary referrals will cause the student-athlete to be suspended for one full game. Receipt of three or more disciplinary referrals will result in dismissal from the team.
3. School suspension will result in immediate student dismissal from the team.

## Lost and Found

Parents are encouraged to mark student's articles with the student's name. Items found in school or on the grounds will be placed in the "Lost and Found" box in the office. Please remind your child to check the "Lost and Found" box for missing items.

## Books and Instructional Materials

Your child will use books, calculators, computers, and a variety of other instructional materials. Parents are responsible for the cost of lost, damaged, or destroyed materials.

## Office Phone

There is a telephone in the main office, specifically for student/parent phone calls. The phone will only be available for emergency purposes.

## Receipt of Payments

For payment of student fees the school will accept cash, money orders or credit cards. Be sure to get your receipt.

## FTCO

The Donoghue FTCO is an advisory organization of parents committed to assisting the school in attaining the highest level of educational excellence for the entire student body. They accomplish this through the cooperative efforts of the parent community, the faculty and staff, and residents of the surrounding community. FTCO stands for Family Teacher Community Organization and is organized solely for the purpose of school improvement. Our membership consists of parents or guardians of the students, the administrators, the faculty and staff of Donoghue, and interested members of the community. Everyone is welcome and encouraged to attend the monthly FTCO meetings and the special events that take place throughout the school year.

### **FTCO OFFICERS & COMMITTEE CHAIRPERSONS ROLES AND RESPONSIBILITIES**

#### **Co-chairs**

- Provide written agenda for distribution at meetings
- Open, close, and facilitate meetings
- With assistance of members of the FTCO and Donoghue administrators, sets agenda for next meeting
- Communicates issues/concerns and action items with Donoghue administrators and FTCO officers
- Represents Donoghue on the Governing Board (one of the two officers)
- Attends community/school events as requested
- Works closely with school administrators to maintain continuity with school mission and current needs
- Serves on one committee
- Promotes school community and initiatives

#### **Secretary**

- Records, publishes, and distributes the minutes within two weeks of the following meeting
- Maintains files of FTCO general and committee meeting minutes
- Maintains files of FTCO special events and initiatives (flyers, invitations, etc.)
- Records deadlines for decisions and activities of the FTCO
- Posts all meeting dates and times for officers, committee chairs and the entire school community

- Serves on one committee
- Coordinates other efforts to ensure maximum participation in all FTCO meetings (i.e. reminder flyers, announcements in the weekly update, website posting, etc.)
- Promotes school community and initiatives

#### **Treasurer**

- Maintains an accurate record of monies received and spent
- Prepares monthly reports detailing account balances and expenditures as requested
- Serves on one committee
- Works closely with Donoghue Operations Director to maintain records and processes requests as approved by the FTCO
- Promotes school community and initiatives

#### **Sergeant-at-Arms**

- Serves as the meeting timekeeper
- Maintains order to ensure agenda is adhered to and opportunities for everyone to express their opinions is made available
- Facilitates voting/decision making process (i.e. how funds are dispersed, programs, event scheduling, etc.)
- Utilizes Robert's rules of order to maintain order and meeting productivity
- Promotes school community and initiatives

#### **Committee Co-chairs**

- Schedules and facilitates meetings
- Recruits new members
- Records or designates record keeper for each meeting and provides FTCO Secretary with meeting minutes one week following the meeting.
- Develops and annual program plan and presents it to the general FTCO
- Works closely with FTCO officers and school administrators to maintain continuity with school mission and needs
- Promotes school community and initiatives

## Supplies

In order to enhance student learning and a sense of community, we will share most classroom supplies. Each table of student desks will share a supply tub containing pencils, markers, scissors, glue, etc. We ask that students bring only the essentials in order to minimize distractions. Folders, binders, and notebooks will be distributed as needed. Please send only the supplies listed below with your child.

All school supplies must be non-toxic.

### **STUDENT FEES**

There is a \$75 student fee per student, which covers the cost of:

- Classroom learning materials
- Consumables: paper, markers, ink
- Instructional materials
- Work book

The fees do not cover:

- Classroom supplies
- Field trips
- Uniforms







# North Kenwood/ Oakland Campus

## Pre-K to 5th Grade

1119 East 46th Street  
Chicago, IL 60653  
773.536.2399

### TRIBES

In an effort to increase the positive collaboration in our classrooms and support an even greater focus on learning, NKO implements a social/emotional learning process called Tribes.

Students and staff learn and live by four essential agreements that are supportive of increased student achievement and student self-esteem. These agreements are:

1. Attentive listening
2. Appreciation/No put downs
3. Mutual respect
4. Right to pass (non-academic content)

During the course of the year, students engage in a variety of activities as they learn how to practice these agreements in their classroom setting. *The purpose of Tribes is to assure the healthy development of every child so that each one has the knowledge, skills, and resiliency to be successful in a rapidly changing world.*

## School Culture

Students spend a lot of time at school and that time is important to us. As a result, we as parents, teachers, and administrators must work together to create and maintain safe and focused learning environments.

## NKO Values

To maintain a positive school culture with clear and consistent behavior expectations, NKO has five school values (STICK):

- S**elf-Control
- T**eamwork
- I**ntegrity
- C**ommitment
- K**indness

These values will be embedded in our school culture in all parts of the day, in order to continue to develop students academically, and to foster a sense of citizenship, and connectedness to humanity. Each member of the NKO community is expected to uphold our values. To define what our values look and feel like in various settings in the building, we have developed a values (STICK) matrix. The STICK matrix clearly outlines expectations for all members of our school community.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>All Settings</b>	Keep your hands to yourself.  Think before you act.  Follow directions.	Appreciate differences.  Keep our community clean.	Be truthful.  Take responsibility for your actions (I...).	Give your best effort.	Be kind.  Support each other.
<b>Hallway</b>	Walk only (no running).	Stay in line and keep up with the pace of the group.	Go only where you are given permission to go.	Keep locker area clean.	Monitor your noise level.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>Cafeteria</b>	Use an inside voice  Eat only your own food.	Take turns talking.	If you drop or spill something, clean it up.	Eat your food.  Choose healthy food.	Use proper table manners.
<b>Bathroom</b>	Eliminate only in the toilet.  Keep feet off of walls and toilets. Feet are for the floor only.	Flush.	Keep the bathroom clean and graffiti free.  Report any damage, vandalism, or graffiti.	Be sanitary, wash your hands.	Respect privacy.
<b>Recess</b>	Play safely.  Wait your turn patiently.	Allow each person to have a turn when playing games.	Show good sportsmanship.	When recess is over, line up and quietly enter the building.	Include all of your classmates in your activities.
<b>Classroom</b>	Raise your hand and be recognized before you speak.  Stay in your assigned area.  Use an inside voice.  Only use the bathroom during independent work time.  Sit in your learning position (SLANT, lean in, knee to knee, eye to eye, etc.)	Take turns talking.  Listen attentively (look at the person who is speaking and be able to repeat what the person said).  When working in a group, participate and do your share to complete a task.	Maintain focus during independent work (centers, independent work time, if a teacher steps out, etc.).  Do the right thing at all times.	Come to school on time.  Bring all of your necessary supplies (materials, paper, books, glasses, etc.).  Finish what you start, even if it is challenging.	Use the problem solving steps to solve issues in a positive way.  Be able to respectfully disagree.

	<b>Self-Control</b>	<b>Teamwork</b>	<b>Integrity</b>	<b>Commitment</b>	<b>Kindness</b>
<b>Field Trips</b>	<p>Stay in your assigned area with your assigned chaperone.</p> <p>When on the bus, stay in your seat and fasten your seatbelt.</p>	Participate in all activities.	Demonstrate the NKO values.	Turn in permission slips on time.	Listen attentively to speakers and chaperones.
<b>Auditorium</b>	<p>Remain seated unless asked to do otherwise.</p> <p>Sit in the chairs.</p> <p>Catch the chair behind you.</p> <p>Walk in the aisles and down the stairs.</p> <p>Be calm and respectful backstage.</p>	<p>Listen for your cue to perform.</p> <p>Sit like a professional audience member</p> <p>Keep the auditorium free of food, debris, and clothes.</p>	Stay for the entire performance.	<p>Arrive 5 minutes before to start on time.</p> <p>Rehearse your performance at home and in class.</p> <p>Speak with your natural voice on stage (strong, clear, projected).</p>	<p>Listen to the performer.</p> <p>Applaud for the performer.</p>
<b>Gym</b>	Play safely. Follow the rules of the activity.	Participate in all activities	Show good sportsmanship.	Wear appropriate P.E. clothing (gym shoes are mandatory).	Show respect towards the abilities of others.

## Classroom Management Plans

To support our school values and promote a safe learning environment, each classroom teacher has developed a classroom management plan. These plans are driven by the overall expectations of the school. Each plan includes the classroom rules, a system of rewards and incentives to encourage positive social and academic behaviors, and a system of consequences to reduce negative social and academic behaviors.

## Daily Procedures

### **Automobile Drop-off and Pick-up**

Parking on the south side of 46th Street in front of the main entrance is prohibited between the hours of 7 a.m. and 6 p.m. This area is reserved for dropping off and picking up students. Dropping off students in the staff parking lot is prohibited. There is plenty of street parking on Woodlawn and Greenwood. All pick-ups will take place through the 46th Street entrance.

Parents are requested to drive by the school in an easterly direction (from Greenwood to Woodlawn) because it reduces cross traffic during busy times and allows for drop-off on the school side of the street. Westbound street traffic will be closed from 7:30 to 8:15 a.m. and 3:15 until 3:45 p.m. Please refrain from dropping your child off on the opposite side or middle of the street. The street is busy and drivers do not always see children in the street.

**The south side of the street (school side) is for drop-off only. Parking is strictly prohibited. East 46th Street will be closed to through traffic from 7:15 to 8:30 a.m. and from 3 to 4:15 p.m. Monday through Friday each week.**

**There will be two drop-off/pick-up points for students. The locations are Greenwood Avenue at East 46th Street and Woodlawn at East 46th Street.**

### **Students Walking/Taking Public Transportation**

Parents should map out with their student(s) one route for walking or taking public transportation. Students should always follow those directions. If a change in route is necessary, either home or school must be notified.

### **Arrival**

Students are expected to arrive at the school no earlier than 7:50 a.m. if they are not participating in the Early Bird Program. Students are expected to stay in their assigned play area until they are lined up for class. During inclement weather students will be permitted to enter the building under the direction of school staff.

## Early Bird Program

The Early Bird program is available beginning at 7 a.m. each school day, for parents whose work schedule requires early drop-off. Breakfast will be available for participating students. The cost for breakfast will be based upon the information in the Free and Reduced Meals Application.

When the weather permits, the program provides outdoor recreational activities. Please dress your child appropriately for the weather. We follow an inclement weather schedule that calls for outdoor recess unless there is excessive rain, snow, or wind, or the temperature is below 20 degrees Fahrenheit.

## Cellphones

In some cases, students may need cellphones for safety and communication before and after school and while utilizing public transit. Students are allowed to have possession of cellphones within the school building. The phones must be turned off upon entry of the school building and be kept locked in a personal locker. Cellphones may never be brought into a classroom or used while in the school building, or visible at any time while in the school building. Any violation of these rules will result in the confiscation of the phone. Confiscated items will be returned only to a parent/guardian. **If the phone is confiscated twice, it will be held until the end of the school year.** The school accepts no responsibility for lost or damaged cellphones.

We also require that cellphones used by parents/guardians be turned off while in the main office. We will not provide service to anyone who is speaking/texting on a cellphone.

## Uniforms

Students wear a uniform that consists of a maroon polo-style shirt and khaki bottoms. Acceptable bottoms consist of solid khaki pants, skirts, jumpers, or appropriate shorts in warmer weather. Belts are to be worn with pants and shorts. Jeans, non-NKO athletic pants, and other denim materials are not acceptable. Students must wear their gym uniform (NKO sweats only) on their designated gym days. Hooded sweatshirts (hoodies) are not allowed.

Repeated violations of the dress code will result in notices to parents and further disciplinary action.

Students' dress should support the educational/learning process. We rely on parents/guardians to monitor school clothing. The following guidelines are to be followed:



- Clothing should be appropriate and clean.
- Skirts, dresses, and shorts should not exceed a measurement of two inches above the knee.
- Students must wear a belt with uniform pants and shorts.
- Headgear of any kind may not be worn in the building, including hats, sweatbands, caps, and bandanas. **This rule applies to both girls and boys.**
- Students are not allowed to roll up their pant legs.
- Students are to wear gym shoes, dress shoes or sandals with front and back straps. Flip flops are not allowed for safety reasons.
- Boys are not allowed to wear earrings and girls must refrain from wearing excessive jewelry that is distracting to the learning process.

## Recess

Our students will have regular recess and outdoor activity on a daily basis, weather permitting. We believe that providing recess for our students is healthy for their physical and mental well-being. Every student at NKO must participate in all scheduled recess periods with his or her classmates. **If a child is too sick to participate during their recess period please keep them at home. NKO does not have a full-time clinic or the professional medical staff to care for them during scheduled recess.** Students must follow the following rules of conduct during recess periods. If the rules of conduct are not fulfilled, children will lose the privilege of participating in recess.

Students will:

- Demonstrate respect for all members of the NKO community and the school environment.
- Refrain from aggressive behavior and physical contact.
- Share school provided recess equipment.
- Line up immediately and quietly when requested.
- Use quiet conversational voices while in line.
- Appropriate language is to be used at all times.

We request that all students dress appropriately for the weather. This is especially true during the winter months. Please make sure that your child wears winter boots, head coverings, gloves/mittens, and coats on a daily basis during cold weather.

## Homework

Homework provides children with opportunities for independent practice, extension of core concepts, and review of concepts and skills. Homework is a necessary and integral part of the learning process. It is the responsibility of parents to help their children develop good homework habits. Homework gets done when a parent:

- Finds a quiet place for the student to work at home
- Sets a daily “homework time” for the student
- Provides some help if the student is having difficulty
- Makes sure that homework supplies are available
- Checks to see that the homework is completed and signs for completion nightly
- Praises the student’s work each night

*Students are responsible for completing their homework each night with quality. Parents are responsible for ensuring completion of homework. Failure to complete homework will result in a number of actions, including parent phone calls, loss of school privileges, parent/teacher/administrator conferences, and a lower class grade.*

## Progress Reports

Progress reports are issued three times per year. Progress reports are sent home with students at the halfway point of each of our three academic terms. These reports must be signed and returned to the homeroom teachers. Progress reports are an excellent tool for evaluating student progress and assisting students in making improvements before the end of each term.

## Report Cards

Report cards will be issued three times per year. Parent-teacher conferences will be held at the end of the first and second reporting periods. Final report cards will be distributed in June. Parent attendance at the conferences is mandatory.

## Student Records

Parents have the right to inspect all school records regarding their child. They can request changes to the record by submitting a request in writing to the school’s director. That letter becomes part of the student’s file. The decision to correct the records rests with the administrator, but can be appealed by the parents.

## Change to Student Records

Parents should immediately notify the school office in writing of any changes of address, telephone number, or emergency information. Any information concerning family illness, death, or change of marital status which parents feel should be shared with the school, in the best interest of the child, will be held in professional confidence.

## Academic Honesty Policy

Depending upon the assignment, students are instructed to either work as an individual or as a group. A student working as an individual must always turn in his own work. Work copied from a classmate, a peer, or otherwise plagiarized (i.e. taken from the Internet) will not be accepted. A parent will be notified and the student will be required to complete the work on their own for reduced credit. Repeated violations (two or more) will result in a parent/teacher/administrator conference and possible failure of the course.

## Promotion and Retention Policy

A review of all achievement scores must be considered for student retention. Whenever a student is not meeting the benchmark on achievement assessments (NWEA, ISAT), initiatives other than retention need to be considered. Retention of a student will be considered when a significant number of the following factors are present:

- The student, not due to a documented disability, is reading three STEP/Benchmark reading levels below grade level.
- The student is one year below grade level in mathematics.
- The student has received DNM (does not meet) in reading or mathematics for two terms on the report card.
- Past history indicates no previous retentions.
- An inordinate amount of absences (18 or more) has occurred.
- Appropriate tiered interventions, including Tier-3 interventions, have been provided and documented.

Students at NKO will not be double promoted. Instead, we will work to differentiate instruction and meet the needs of each child.

Final decisions on promotion/retention are based on a balance of grade level standards, core subject performance, and attendance. Students that meet those criteria are promoted to the next grade.

## Student Support Services/Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists and may include:

- Targeted group/individual instruction in the general education classroom
- Targeted group/individual instruction outside the classroom
- Tutoring
- Small group social skills instruction in or outside the classroom
- Individual/Group counseling
- Individual behavior management plans

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to intervention. RTI is designed for use when making decisions in both general education and special education domains.

It is also used for gathering data, which may determine whether a student needs special education services. Parents are advised when their student receives interventions in addition to general classroom instruction and are encouraged and welcomed to be a participant with the student support team in making intervention decisions for their child.

If you have a concern regarding your child's academic or social functioning or about the services your child is receiving, you should follow these steps:

1. Discuss the concern directly with the teacher and/or staff members.  
If no satisfactory action is taken, proceed to Step 2.
2. If the concern continues to exist, discuss the question or concern with the Coordinator of Academic/Social Support.
3. If the question or concern continues to exist, and has not yet been discussed with the School Director, the parent should discuss the issue directly with the School Director.

## Extended Day Programming

Unless students are enrolled in the after-school program, they must leave the school immediately at 3:30 p.m. Extended Day services are available to students in grades K-5 who are involved in tutoring or enrichment programs.

### **ACADEMIC TUTORING**

The Extended Day Program is structured to provide tutoring support for those students who require additional academic support. Based on teacher recommendations, students will be scheduled to work with a tutor. Specially trained tutors will provide assistance in math and literacy. There is no cost for students to participate in the tutoring program during the extended day program.

### **IMPACT PROGRAM**

IMPACT is designed to enhance students' academic progress and social growth. Students enrolled in the Impact program have many opportunities to participate in activities that enrich their school day experience. Students are introduced to a variety of activities including homework help, music, arts and crafts, foreign language, and physical fitness.

Families must register for IMPACT at the beginning of the year. There are a limited number of available slots.

IMPACT runs from 3:30 to 6 p.m. on days when school is in session. The IMPACT fee is based on a sliding scale. All payments must be paid in full at the beginning of the month in order for a child to continue to participate in the program and its activities. Failure to make timely payments will ultimately result in a student's removal from the program.

There are no refunds for absences, or days of non-attendance. There are no single day drop-in arrangements for students who are not enrolled in the program. Students who are enrolled in IMPACT will not be released from their academic enrichment programming between 4:45-5:45 p.m. All payments must be made through NKO's Business office in the form of cash, money order, or credit card.

## Extended Day Culture and Discipline

During after school programming, we expect all students to continue to uphold NKO's values in order to foster a safe and effective learning environment. In Extended Day programs, we continue to follow the Uchicago Charter School Discipline Policy. Violation of rules will have consequences.

**The outline of disciplinary action is as follows:**

**First Violation:** Instructor-student conference

**Second Violation:** Parent/Extended Day Program Director/Administrator conference

**Third Violation:** Suspension for a designated period without refund

**Fourth Violation:** Expulsion for the remainder of the school year

Physical violence is not tolerated. If a student becomes involved in any unacceptable physical contact such as fighting, it will result in an immediate suspension from the program. Participation in the extended day program is a privilege, not a right.

**LATE PICK-UPS**

Late pick-ups present an extreme hardship for the extended day staff and will be billed at the rate of \$2/minute after 6 p.m. payable immediately. The late pick-up fee must be paid in full before children will be allowed to enroll in the next session. A continuing pattern of late pick-ups may result in your child's expulsion from the program.

## Athletic Policy

NKO currently offers competitive basketball and track teams for boys and girls. Students must maintain an appropriate academic standing. The basketball season runs from December to February, with playoffs in March. The track season begins in May and culminates in June with the City Championships.

## Technology

NKO currently has at least three to five iMac desktop computers and a SMART Board interactive whiteboard in each classroom. Students in grades K-3 share one mobile laptop cart and grades 4 and 5 share a second mobile laptop cart.

## Lockers

Lockers will be assigned at the beginning of the school year. Students may use their lockers at the beginning of the day, before and after recess, and at the end of the day. Lockers should be kept clean with only materials necessary for school.

## Field Trips

Field trips are a regular part of our curriculum. Prior to each trip, a letter will be sent with the specifics of the trip and a permission slip. **Written permission is required in order for your child to go on any field trip. Permission cannot be given over the telephone.**

Parents are always welcome and needed to chaperone. Only students currently enrolled in the participating class may go on the field trips.

## Lost and Found

Parents are encouraged to mark student's articles with the student's name. Items found in school or on the grounds will be placed in the "Lost and Found" box in the office. Please remind your child to check the "Lost and Found" box for missing items.

## Books and Instructional Materials

Your child will use books, calculators, computers, and a variety of other instructional materials. Parents are responsible for the cost of lost, damaged, or destroyed materials.

## Office Phone

There is a telephone in the main office, specifically for student/parent phone calls. The phone will only be available for emergency purposes.

## Receipt of Payments

For payment of student fees and the Extended Day Program, the school will only accept cash and/or money orders. Be sure to get your receipt.





# Carter G. Woodson Campus

## 6th through 8th Grade

4444 South Evans Avenue  
Chicago, IL 60653  
773.624.0700

### CAMPUS CREED

I am intelligent  
I am prepared  
I am a thinker  
I am a problem solver  
I am focused on my goal  
I am resourceful  
I will succeed in  
High school and college  
I am responsible  
for my future success  
I am proud  
to be  
a  
Panther!

## Attendance, Absences, and Tardiness

### ARRIVAL

Children are expected to arrive at the school no earlier than 7:30 a.m. Students are to report to the cafeteria and can eat breakfast during this time. At 7:55 a.m. students are dismissed to go upstairs to their Homeroom class. No student is permitted upstairs before 7:55 a.m. unless there is special permission given.

### ATTENDANCE

Regular, consistent attendance is necessary for a successful school life. Children should be absent only in cases of illness or emergency. However, when your child is ill, please keep him or her at home so as not to put other children at risk. Medical and dental appointments should be scheduled for non-school hours.

### ABSENCES

Please notify the school office if your child will be absent and send a note with your child upon return for the classroom teacher. The school's telephone number is 773.624.0700. The office opens at 7:30 a.m., but messages may be left at any hour. If we do not hear from you, you will be contacted regarding your child's absence. Unexcused absences will be investigated. If a student has more than five unexcused during any marking period the school may request a parent-administrator conference.

There are only **five acceptable causes of absence**:

- Illness
- Death in the immediate family
- Family emergency
- Observance of religious holiday
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the children (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the principal or principal's designee.)

**Excused absences** are defined as an absence for which there is a valid cause either:

- Known to the principal or principal's designee, including suspensions issued pursuant of school policy
- An absence explained via letter, signed by parent or legal guardian setting forth a cause that is approved by principal or principal designee either before or after the absence.

**Unexcused absences** are defined as an absence for which there is a no valid cause either:

- Known to the principal or designee
- Supported by a letter signed by the parent/legal guardian explaining the cause of absence approved by the principal or designee before or after the absence.

**When your child is ready to return to school, send a note (required by law) to the teacher explaining the absence.** Upon return, it is the child's responsibility to make up all assignments, projects, and tests that were missed during his or her absence.

**Children will be placed on probation if they have nine or more unexcused absences. The school has the option to retain children that exceed nine unexcused absences and are demonstrating poor academic performance (below grade level).**

All children who exceed 18 unexcused absences are in grave danger of retention.

**Children may not leave the school grounds unless they have been officially dismissed.**

## TARDINESS

Your child is considered tardy if he or she is not in their assigned homeroom classrooms by 8:04 a.m. To be in the classroom by then, children must report to school by 7:55 a.m., come up with their class and have everything put away. Children are tardy if they come in the school door at 8:04 a.m. but are not in their classrooms. If your child is tardy, they must obtain a pass from the office for classroom admittance.

Students with excessive tardies to school (more than 3 in a month) will be issued a detention.

Tardiness interrupts our learning environment and interferes with education. All children are expected to be in school, on time, ready to learn. Students are subject to detention for excessive tardies.

## DISMISSALS

Unless children are enrolled in the extended day program or are participating in a school approved special activity, they must leave the school immediately at 3:30 p.m. Monday, Tuesday, Thursday, Friday and at 1 p.m. on Wednesdays. Once they leave the building they are not to return. Children who are not picked up by 4 p.m. on M/T/Th/F or by 1:30 p.m. on Wednesdays will be sent to the extended day program or a classroom for supervision. Late pick ups will result in a fee for the parent.

We apologize for the need to charge a fee. However, we must pay staff to provide appropriate supervision for children that are not picked up on time. For safety

reasons, we will not leave children unsupervised. We recommend enrolling your child into the E.X.C.E.L. program if you are unable to pick your child up by 3:45 p.m.

### **Request for Early Dismissals**

If a child needs to be dismissed early, a parent, guardian, or designated adult must come to the school office to sign the child out. Children leaving before lunch will be marked absent for the whole day. If a student leaves after lunch and before 3 p.m. M/T/Th/F or before 12:30 p.m. on Wednesdays, he or she will be marked absent for one half-day. Children may not leave the school grounds during the school day unescorted.

## Daily Schedule

7:30 a.m.	Building opens for students
7:55 a.m.	Breakfast ends
	Students are dismissed from cafeteria to Homeroom
8:04–8:27 a.m.	Homeroom
8:30–9:30 a.m.	1st Period
9:33–10:33 a.m.	2nd Period
10:36–11:36 a.m.	3rd Period
11:39 a.m.–12:29 p.m.	4th Period/Lunch for 6ABCD 7ABCD
12:32–1:32 p.m.	5th Period/Lunch for 7EF8EF 8ABCD
1:35–2:35 p.m.	6th Period
2:35–3:30 p.m.	7th Period
3:30–5:45 p.m.	After School Program (E.X.C.E.L.)

## Uniforms

CGW students are expected to come to school in uniform daily. The uniform is as follows:

6th grade: White polo/khaki bottoms

7th grade: Gold polo/khaki bottoms

8th grade: Black polo/khaki bottoms

Shirts may be long- or short-sleeved and can be plain or with the CGW logo. No T-shirts are allowed.

Belts are to be worn with pants and shorts. Jeans, non-CGW athletic pants, and other denim materials are not acceptable. Only CGW shirts, sweatshirts, or sweatpants will be an acceptable alternative. Children may wear their gym uniform (CGW sweats only) on their designated gym days. Only CGW monogrammed hooded sweatshirts (hoodies) are allowed.

Repeated violations of the dress code will result in notices to parents and further disciplinary action.

Good taste is the key to appropriate dress and appearance. The uniform should support the educational/learning process. We rely on parents/guardians to monitor school clothing.

The following guidelines are to be followed:

- Clothing should be appropriate and clean.
- Skirts, dresses, and shorts should not exceed a measurement of two inches above the knee.
- Children must wear a belt with uniform pants and shorts.
- Headgear of any kind may not be worn in the building, including hats, caps, scarves, sweatbands, and bandanas. This rule applies to both girls and boys.
- Coats, non-school sweatshirts, or any other outerwear are not to be worn in school and should be stored in the student's locker.
- Pants must not be too baggy or too tight, nor torn or frayed. Pants must be worn at waist level.
- Children are not allowed to roll up their pant legs.
- Hoodies are not allowed.
- Children are to wear gym shoes, dress shoes or sandals with front and back strap. Flip flops are not allowed for safety reasons.
- Boys are not allowed to wear earrings and girls must refrain from wearing excessive jewelry that is distracting to the learning process.

## Extended Day Programming

### END OF DAY PROCEDURES/DISMISSAL

When the school day ends at 3:30 p.m., students are escorted out of the north and south doors to the waiting area to be picked up. Unless children are enrolled in the after-school program, they must leave the school immediately at 3:30 p.m. For safety reasons, any student who is not picked up by 3:45 p.m. will be sent to a designated waiting room. A fee will be assessed at a rate of \$5 for every 15 minutes (first \$5 is assessed at 4 p.m. and then 4:15 p.m., etc.).

### AFTERSCHOOL ACADEMIC SUPPORT

During the school year, there are several afterschool homework help groups to assist students with academics. Students are referred to these groups by teacher recommendations or parent request. If you are interested in your child participating, please contact Ms. Legaux. at ext. 2225 or [legaux@uchicagocharter.org](mailto:legaux@uchicagocharter.org).

## ENRICHMENT ACTIVITIES

The E.X.C.E.L program offers a dependable, caring environment with diverse positive outlets for middle school children. We will engage them in activities and on-going relationships that increase confidence and encourage success in all areas of their lives-at home, in school and in the community. Program components will include the following:

- Academic support and homework help
- Afternoon snack
- Enrichment activities such as sports, editorial, dance, and arts

There are two options for enrollment into the E.X.C.E.L. program.

### **Option 1:** Monthly enrollment (\$175 per month)

This option gives students programming for 3:30 to 5:45 p.m. Monday through Friday. Students will receive a supervised homework time with academic support, an afternoon snack, and an Enrichment Class each day based on their interest. Payment for this program must be submitted at the beginning of each month.

### **Option 2:** Individual Class Enrollment (\$125)

This option is for students who do not need Monday-Friday support, but are interested in signing up for an individual class offered through the E.X.C.E.L program. All classes will meet once a week for 14 weeks. The individual class fee must be paid prior to students attending the class.

There are no refunds for absences, or days of non-attendance.

There are no single day drop-in arrangements for children who are not enrolled in the program.

All payments must be made through the Carter G. Woodson office in the form of cash, credit/debit card, or money order.

## Discipline

In a democratic community, everyone is expected to act responsibly in ways that respect the other members of that community (children and adults) and the environment in which they work. Therefore, rules for the extended day program will be established from the first day of the program with the children' input. Violation of rules will have consequences. The outline of disciplinary action is as follows:

**First Violation:** Instructor-student conference

**Second Violation:** Parent-extended day program director conference

**Third Violation:** Suspension for a designated period without refund

**Fourth Violation:** Expulsion for the remainder of the school year

Physical violence is not tolerated. If any student becomes involved in any unacceptable physical contact such as fighting, it will result in an immediate suspension from the program. Participation in the extended day program is a privilege, not a right.

## Late Pick-Ups

Late pick-ups present an extreme hardship for the extended day staff and will be billed at the rate of \$1/minute after 6 p.m. payable immediately. The late fee must be paid in full before children will be allowed to enroll in the next session. A continuing pattern of late pick-ups may result in your child's expulsion from the program.

## Fees

All fees and/or penalties must be paid on time. Failure to pay fees when they are due will result in exclusion of the student from after school activities and school excursions, as well as withholding a diploma.

## Academic Requirements for Promotion and Graduation

Administration at Carter G. Woodson will determine the promotion or retention of all children by evaluating the following student information:

- Standardized Test Scores(\*)
- **Core subject performance as measured by the report card**
  - Student must successfully pass two out of three terms for each core subject areas.
  - If a child fails to meet the requirement to successfully pass all core subject areas, he/she will be considered for summer school and/or possible retention.

Student attendance: Students that exceed nine unexcused absences may be considered for summer school or retention. The only excused absences are:

- Illness
- Death in the immediate family
- Family emergency
- Observance of religious holiday

Final decisions on promotion/retention are based upon a balance of the three items (standardized tests, grades, and attendance). Children that meet all three criteria are promoted to the next grade. Children that do not meet one or more of the criteria will be considered for summer school and/or retention. Families will be consulted and informed of the decision process.

## Graduation Requirements

Participation in graduation-related events and graduation is a privilege, not a right. Students must earn the right to participate in these events by meeting the above academic guidelines. Students must also demonstrate a respect for school rules and regulations. Students with excessive suspensions (more than three) in the course of one academic year will lose the right to participate in the school graduation ceremony. However, they will receive their diploma and move on to high school if all the above requirements have been fulfilled.

## Homework

Homework provides children with opportunities for independent practice, extension of core concepts, and review of concepts and skills. Homework is a necessary and integral part of the learning process. It is the responsibility of parents to help their children develop good homework habits.

Homework gets done when a parent:

- Finds a quiet place for the child to work at home
- Sets a daily “homework time” for the child
- Provides some help if the child is having difficulty
- Communicates any concerns or questions regarding the assignment promptly to the teacher
- Makes sure that homework supplies are available
- Checks to see that the homework is completed
- Praises the child’s work each night

Students are expected to take pride in their work and produce quality assignments that represent their personal best. Lack of quality in work can affect children’s grades and prevent participation in activities such as recess.

Students will have various project-based assignments, which may extend over a period of time and require consistent and focused attention. Students are expected to assume full responsibility for their project with appropriate support from parents as they develop into independent learners.

All children have homework nightly. At a minimum, they are required to read independently for 30–45 minutes nightly.

A planner is given to each student at the beginning of the school year in order to record assignments and assist with time management. Please help support the use of the planner by checking it daily and requiring students to write down assignments.



## Late Work/Make-up Work Policy

- Late work will be accepted until the end of the month
- Late work maximum point value ( 1 day=90%, 2 days=80%, 3 days and up to the end of the month = 70%)

### Make-up work timeline

- 1 day absence = day following return to school
- 2 day absence = 2 days after return to school

## Progress Reports

Through Powerschool, each family has access to view teacher grade-books in order to monitor your child's progress. We encourage all parents to check this weekly. Every four weeks, progress reports are printed from Powerschool and sent home with students. Progress reports are an excellent tool for evaluating children's progress and assisting children in making improvements before the end of each term.

## Report Cards

Report cards will be issued three times per year. Report card conferences are student-led, so students are required to come with their Parent/Guardian. Conferences will be held at the end of the first and second reporting periods. Final report cards will sent home with students the last day of school. Parent and student attendance at the conferences is mandatory.

## Social Work Services

Social work services are recommended for students whose social/emotional stability adversely affects their academics. Social work services for students with IEPs that indicate social work minutes will be provided on a weekly basis by the CPS social worker. School-based social work referral forms must be filled out by staff members or parents and turned into the social worker.

Students will meet with social worker or social work intern as indicated (weekly, bi-weekly, as necessary) to help student identify, understand, and manage emotions or behavioral issues. Student and social worker will establish goals that address a plan for academic achievement and healthy relationships with peers and staff members. The parent or guardian must sign consent in order for student to receive school-based social work services. The parent or guardian has the right to deny or terminate services.

School social worker contact information:

Nicole Davis, LSW

773.624.0700 x2229

nicoledavis@uchicagocharter.org

## Response to Intervention (RTI)/SST Process

Response to Intervention is a process that includes additional instruction or services for students that exhibit struggles either academically or socially. CGW follows a 3-tier model in which all students are given certain structures and support to help them succeed. Students that do not show growth or gains are referred to Tier 2, in which they receive additional instruction and support in a small group setting. This may happen during the day or after school.

If they show no progress in small group, students may be referred for an AS3 meeting where the AS3 Team along with a parent/guardian meet to look at individual interventions that are best suited to help this student progress. Students that don't show progress at this stage may also seek an initial evaluation to see if the student may benefit from Special Education services. If you have additional questions about RTI or the AS3 process, please contact Ms. Legaux.

## Behavioral Expectations

In order to promote a safe and respectful school environment, CGW has adopted the Tribes TLC process and follows the Tribes Agreements. These agreements are practiced and reinforced throughout the day, during class time, recess, and after school and will guide our behavior and interactions. CGW has a zero-tolerance policy for all forms of bullying i.e., physical, verbal, non-verbal, cyber-bullying. CGW encourages and provides a safe, conducive environment for social and emotional well being as well as academic learning and success. Violation of these expectations will result in consequences. The Tribes Agreements are as follows:

- Attentive Listening
- Mutual Respect
- Appreciation/No Put Downs
- The Right to Pass

The Agreements in more detail:

**Attentive Listening:** To pay close attention to one another's expression of ideas, opinions, and feelings; to check for understanding; and to let others know that they have been heard.

**Mutual Respect:** To affirm the value of uniqueness of each person; to recognize and appreciate individual and cultural differences; and offer feedback that encourages growth.

**Appreciation/No Put Downs:** To treat others kindly; to state appreciation for unique qualities, gifts, skills, and contributions; to avoid negative remarks, name-calling, hurtful gestures and behaviors.

**The Right to Pass and to Participate:** To have the right to choose when and to what extent one will participate in a group activity; to observe quietly if not participating actively; and to choose whether to offer observations later to a group when asked to do so. This agreement applies to non-academic questions and opportunities.

We appreciate your support and assistance in helping our students follow these agreements to support their healthy development.

Every child needs a nurturing, safe and supportive environment within which he or she can grow. Establishing a strong partnership between home and school creates this environment. Learning at school must be coordinated and supplemented with learning at home and vice versa. The staff and administration recognizes the importance of collaborating with our children's first teachers as critical to optimally serving our children. The CGW community is dedicated to the parent-school partnership and has a variety of different mechanisms for strengthening that partnership.

## Independent Scholars Program

The purpose of the Scholars Program is to meet the developmental needs of middle school students with an emphasis on a student's level of achievement and a student's behavioral needs. The intent is to recognize that each student is on an individual development level and that a student's level may fluctuate dependent on many factors.

The Scholars Program recognizes and rewards students who have developed consistent habits of mind in their social and academic behavior while giving additional support and structure to students that need more help. A student's level of progress in these areas results in varying privileges and restrictions based on a student's scholar status within a one-week interval.

The student's scholar status is determined by the number of demerits or referrals given for that particular week. Students will be given a demerit for minor unacceptable behaviors like the following; tardies, dress code, misuse of technology, disruptive behavior, gum, etc... Students will be given referral for receiving 5 demerits (in one week) or an automatic referral for displaying a major unacceptable behavior.

The scholar's status will be determined by the following:

### **Independent Status:**

- No referrals
- No detentions or in-school or out of school suspensions

**Transitional Status:**

- One or two referrals
- One detention
- No in-school or out of school suspensions

**Supervisory Status:**

- Three or more referrals
- Two or more detentions
- One or more in-school or out of school suspensions

## Parent and Volunteer Involvement

Our teachers actively seek parents and volunteers who support our school by helping to create a caring community.

**Volunteers must be at least 18 years of age, and complete the information forms and a Background Investigation Authorization & Release Form. A TB test, which can be obtained free of charge from your local Health Department, is required for all volunteers.**

Volunteering includes assistance with classroom activities and projects, forming a student club, teaching an X-Block class, preparation of materials, typing children publications, assistance with student showcases, and supervision in the hallways, lunchroom, playground, and on field trips.

Here are examples of ways parents can get involved:

- Open Door Policy: Parents are always welcome to visit school. Upon arrival at the school, visitors must go to the main office, sign in, and receive a pass.
- Parent-Teacher Conferences: Teachers are available for conferences before school and after school from 3:30-4 p.m. on appointment basis. In order to make an appointment, please contact the office.
- Field Trips: There are numerous opportunities for parents to volunteer as parent chaperones and accompany their child's class on various field trips.
- Team Parents: This year, there will be two team parents for every Pod. Team Parents will assist the teachers in planning events and communications between home and school. If you are interested in becoming a Team Parent, please talk to your child's homeroom teacher.
- Family Teacher Community Organization: The FTCO is designed to provide all CGW parents with the opportunity to come together with staff, administrators, community members, and other parents to discuss those pertinent issues that impact all parents. All parents are invited to attend the FTCO monthly meetings as well as join committees such as Fundraising, School Climate, and Community Outreach.

- Parent Workshops: Workshops for Parents are offered monthly on such topics as Adolescent Development and how to help your child be successful in school.

## Supplies

### **SUGGESTED AT-HOME SUPPLIES**

Supplies marked with an asterisk (\*) indicate that students will be given advance notice when these items are needed in class. All school supplies must be non-toxic.

- Printer
- Computer Paper
- Poster Board\*
- Project Boards\* (Science Fair and Living Museum)
- Markers\*
- Stapler
- Glue Sticks\*
- Internet Access
- Construction Paper\*
- Post-It notes\*
- Highlighters\*
- Colored Pencils\*
- Jump Drive
- 3-4 Packs of Index Cards

### **SCHOOL SUPPLIES**

- Dictionary and Thesaurus
- Blue and Black Pens
- 6 Composition Notebooks
- Binder
- Pencils
- Rulers
- Calculator (Texas Instrument Scientific, TI-30X), under \$20
- Jump Drive
- Scissors
- Graph Paper
- Loose-Leaf Paper
- Handheld Pencil Sharpener

- 5 Two-Pocket Folders with Prongs
- 6 Single-Subject Spiral Notebooks

**COLLECTED BY TEACHER**

- 3 Boxes of Facial Tissue
- 3 Rolls of Paper Towels

# Woodlawn Campus

## 6th through 12th Grade

6420 South University Avenue  
Chicago, IL 60637  
773.752.8101

### CAMPUS CREED

I am the torchbearer.

I control my future,  
with strength and integrity.

I will operate within the accepted academic and social norms of UCW.

I will be thoughtful when making any decision.

I will understand and respect the viewpoints of others,  
even though they may not be the same as mine.

I will always separate opinion from fact and appreciate  
the value of both.

I will imagine and explore the endless possibilities of my future.

I understand that there are many paths to my destiny,

I will use my imagination and take different approaches to reach it.

I will be persistent in completing any task that comes before me,

for I am a scholar who is college bound,

and I am a leader, committed to making the world a better place for all.

## **CAMPUS VISION**

The University of Chicago Charter School Woodlawn Campus cultivates students' innate ability to imagine, analyze, and create so that they become innovative agents of positive change in an increasingly technological and global community.

## **CAMPUS GOALS**

1. To assist students in developing the habits of mind, work, and heart to be successful in college and become good citizens of their community
2. To contribute to the development of new knowledge about Chicago's communities through service, research, and leadership
3. To improve teaching and learning by serving as a site of professional development for teachers and school leaders

**The University of Chicago Charter School Values**  
**SCHOLARSHIP · LEADERSHIP · EXCELLENCE · GRIT**



## Daily Schedule

The office hours for the University of Chicago Charter School Woodlawn Campus are 7:30 a.m. to 4 p.m. daily. Students are required to be in school from 8 a.m. to 3:40 p.m. daily and may participate in extended day activities before or after school under supervision of an adult. **Breakfast is available 7:30–7:55 a.m. daily.**

## Middle School Bell Schedule

Monday, Tuesday, Thursday, Friday		Wednesday	
Period	Time	Period	Time
Circle	8–8:12	Advisory	8–8:35
Advisory	8:15–8:35	ELA Content Lab	8:38–9:38
P1	8:38–9:38	Math Content Lab	9:41–10:41
P2	9:41–10:41	Lunch/Recess	10:41–11:26
Lunch	10:41–11:26	Science Content Lab	11:31–12:15
P3	11:31–12:31	History Content Lab	12:18–1
P4	12:34–1:34	Extended Day	1–4
P5	1:37–2:37	PD	2–4
P6	2:40–3:40		
Overtime/On Track OT <sup>2</sup>	3:45–4		
Extended Day	4–5:15		

## High School Bell Schedule

Monday, Tuesday, Thursday, Friday		Wednesday	
Period	Time	Period	Time
P1/Circle	8–8:15	P1/Circle	8–8:15
P2	8:20–9:20	P2	8:20–9
P3	9:25–10:25	P3	9:05–9:45
P4	10:30–11:30	P4	9:50–10:30
P5	11:35–12:35	P5	10:35–11:15
P6 Lunch/Advisory	12:40–1:05	P6	11:20–Noon
P7 Lunch/Advisory	1:05–1:30	P7	12:05–12:45
P8	1:35–2:35	P8 Lunch/Advisory	12:45–1:05
P9	2:40–3:40	P9 Lunch/Advisory	1:05–1:25
Homework Center	3:45–4:45	Grade Level Seminar	1:30–2:30
Extended Day	3:45–5:45	Detention	2:35–4:35

## Uniforms

Students are expected to dress the part to prepare for college and beyond.

### SHIRTS AND OUTERWEAR

- Students must wear unaltered school shirt or sweatshirt each day with the school logo.
- Students are not permitted to wear anything underneath their school shirts except one white or grey (no black) T-shirt.
- Coats, non-school sweatshirts, or any other outerwear are not to be worn in school and should be stored in the student's locker.
- Shirts must be tucked in whenever students are on school grounds.

### PANTS/SKIRTS

- Boys must wear khaki (tan) pants. Girls must wear khaki slacks or skirts.
- All pants with loops must be worn with accompanying black belt.
- Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level.
- Skirts must be knee length or longer and may not have high slits.
- Skorts are not allowed.

### SHOES

- All-black shoes are required. They may be dress or gym shoes. Shoelaces and all parts of the shoe must be black.
- Open-toed shoes—such as flip-flops or sandals—are not permitted.
- Shoelaces must be tied at all times.

### PEW UNIFORM

- Students must wear UCW Physical Education and Wellness Uniform in order to participate in PEW. A student may wear active wear to participate, but will be issued a demerit for each piece that is not UCW PEW uniform. Uniforms can be ordered through the main office.

### JEWELRY

- Students are permitted to wear modest jewelry appropriate to the educational setting. Inappropriate wear will be confiscated and parents will be notified.

### HEAD COVERINGS

- No hats or other head coverings are permitted—including scarves, hairnets, headbands and bandanas—anywhere inside the building at any time. Exceptions will be made when the covering is indicative of a religious belief or practice.

**IDs must be worn at all times.**

## School Fees

There is an annual school fee required for all students who attend UCW.

### **WOODLAWN**

6th grade: \$100

7th grade: \$100

8th grade: \$335 (includes graduation fee)

9th, 10th, 11th grade: \$200

12th grade: \$520 (includes graduation fee)

Extended Day: \$100 for anyone wishing to allow their student to remain after school in the building

### **COLLEGE WEEK**

6th, 7th grade: \$75

8th, 9th, 10th, 11th grade: \$150

12th grade: \$60

In addition to the school fee, additional fees may be required of students. These include but are not limited to college week, book fees, detention fees, fees for sports participation or extended day programming, field trips, technology use, and course fees.

There is a \$5 fee for the replacement of the student identification card (ID). There is a \$1 fee for a temporary ID. Students must have a UCW ID in order to enter the building. Permanent IDs are to be worn around the neck, not carried in pockets or purses. The ID must be in plain view at all times. Any student who does not have their permanent ID must purchase a temporary ID for the day.

## Grading

UCW provides 180 days of instruction each school year organized into three trimesters. While grades are updated weekly through the school website, progress reports are distributed in the middle of the trimester and at the end of each trimester.

<b>GRADE</b>	<b>GRADE POINTS</b>	<b>CUT-OFF PERCENT</b>	<b>GRADE VALUE</b>
<b>A+</b>	<b>4.00</b>	<b>97</b>	<b>98</b>
<b>A</b>	<b>4.00</b>	<b>93</b>	<b>95</b>
<b>A-</b>	<b>3.67</b>	<b>90</b>	<b>91</b>
<b>B+</b>	<b>3.33</b>	<b>87</b>	<b>88</b>
<b>B</b>	<b>3.00</b>	<b>83</b>	<b>85</b>
<b>B-</b>	<b>2.67</b>	<b>80</b>	<b>81</b>
<b>C+</b>	<b>2.33</b>	<b>77</b>	<b>78</b>

<b>C</b>	<b>2.00</b>	<b>73</b>	<b>75</b>
<b>C-</b>	<b>1.67</b>	<b>70</b>	<b>71</b>
<b>F</b>	<b>0.00</b>	<b>69</b>	<b>0</b>

## Homework Policy

- All homework will be posted on teachers' websites. Additionally, any handouts given can be found in a bin outside of teachers' classrooms.
- If a high school student does not turn in homework they will be required to attend the homework center the same day from 3:45–4:45.
- The missed assignment must be started after the current day's assignment is done.
- Although the missed assignment will be a zero credit assignment, it must be completed in order to avoid detention.
- Students are required to complete the full hour in the homework center and are required to bring all work and necessary supplies, as they will not be permitted to leave.
- If a student does not attend a required homework center session they will be assigned an automatic detention. If two or more are missed, a parent or guardian will be required to spend a day with the student collecting all homework assignments and getting them started in the homework center. Students will not be permitted to class (will remain in dean's office) until parent or guardian comes to school.
- Additional policies around homework can be found on teachers' syllabi.

## Discipline Policy

At the University of Chicago Charter School, Woodlawn Campus, students are expected to:

1. do rigorous intellectual work;
2. demonstrate respect for themselves, each other, teachers, administrators, staff and school volunteers; and
3. contribute to a peaceful environment for learning. Students who fail to engage in responsible and respectful behavior, or otherwise display inappropriate behavior that diminishes the rights of students, faculty or support staff, should expect to face consequences under the Student Discipline Policy.

There are many types of consequences used at UCW to help students recognize their inappropriate behaviors and to engage in developmental learning to change their behavior.

## DEMERITS

A student can be assigned a demerit for the following reasons:

1. Tardiness to school or class
2. Violating the school uniform policy (no ID, untucked shirt, colored T shirt, sagging pants, no belt, shoes)
3. Failure to turn in homework
4. Having food or drink visible outside the lunchroom
5. Being in the hallway without a pass at any time while classes are in session
6. Being disrespectful to other students, teachers, administrators, staff, and/or school volunteers.

Warning for demerits will not be issued. Demerits are used to reinforce the basic behaviors expected of all UCW students and staff in establishing a safe and focused learning environment.

## DETENTION

Accumulating three demerits in a detention cycle will result in detention.

Detention notices are distributed the week that the detention is to be served.

A phone message will be sent to the student's home to inform parents of the detention. Students are also expected to inform their parent or guardian that they have received this notice. Each notice will list the specific demerit and the teacher/staff member who issued the demerit.

Demerit cycles begin each Monday and end on the following Friday. All demerits reset on Mondays. For example, if a student receives only one or two demerits in this period, the demerits reset to zero and he/she is not issued a detention.

After three detentions in a trimester, the student may be subject to progressive discipline action as explained in the Student Discipline Policy.

## SUSPENSION

Suspensions are considered as unexcused absences for a period of 1 to 10 days.

Students are responsible for any work that is due during the absence. Suspended students are not permitted on UCW campus without a parent or guardian during the suspension period. Suspended students are also barred from any school related activities or events during the length of their suspension. The student and parent/guardian WILL be required to meet with the Dean of Students for reinstatement prior to returning to class. During this meeting all parties will collaborate on a contract for success for the student.

## **EXPULSION**

Expulsion is the permanent removal of a student from the University of Chicago Charter School. Any student who is charged with a violation subject to expulsion shall be suspended from school immediately, pending the outcome of an expulsion hearing. A hearing will be held within ten working days of the infraction. The student's parent or guardian shall be notified in writing of an expulsion hearing with the Campus Director. See the Student Discipline Policy for details on the expulsion process.

## **FIGHTING**

The University of Chicago Charter School Woodlawn Campus strives to maintain a safe campus; toward that end UCW has adopted a policy that prohibits fighting. Verbal and any physical altercations are not tolerated.

Please be aware that for fighting and for any infractions listed in Group 4, 5 or 6 in the Student Discipline Policy, the Chicago Police Department may be notified.

## **DRESS CODE**

The University of Chicago Charter School, Woodlawn Campus faculty and staff strictly enforce the dress code. Students not in the school uniform are not allowed to attend classes. Guardians will be contacted and required to pick up their child from school and return their child to school dressed in the school uniform. Please see page 90 for a full explanation of the dress code.

## **ELECTRONIC DEVICES**

Electronic devices (cell phones, ipods, mp3 players, portable gaming devices, etc.) may be brought to school; however, they must be turned off and put away before entering class unless the teacher allows them. In emergency situations involving a student, the main office should be contacted, NOT the student.

Violation of this policy will result in the electronic device being confiscated and turned in to the Dean of Students. On the first offense the device will returned to the student at the end of the day. On the second offense, the device will be confiscated and the parent will be contacted. All subsequent offenses will result in automatic detentions. UCW faculty and staff are not responsible for the loss or theft of any confiscated items. See the Technology Acceptable Use Policy for full guidelines.

## **OFF-CAMPUS MISCONDUCT**

Acts of gross disobedience or misconduct, infractions of the law or antisocial behavior occurring off school grounds and/or out of school hours that could have an effect on the general safety of the school, its students, teachers or other personnel may be subject to disciplinary actions, as outlined in the Student Discipline Policy.

## LOITERING AND TRESPASSING

Under no circumstances are students or others permitted to loiter or trespass in or around the University of Chicago Charter School, Woodlawn Campus. This includes the building, the grounds and the parking lots. The University of Chicago Campus Police and the Chicago Police Department have authority to enforce this regulation.

## SEARCH

UCW students are protected by the fourth amendment to the U.S. Constitution from unreasonable searches and seizures. Unlike police, school officials do not need a warrant to search a student; however, searches of students by school officials must be (1) justified at their inception by the existence of reasonable grounds for suspecting a rules violation, and (2) reasonable in scope and not excessively intrusive.

School officials (including staff) may search a student and/or the student's personal effects (e.g., purses, wallets, book bags, lunch bags, etc.) when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the UCW Student Discipline Policy. The search is to be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and gender of the student and the nature of the infraction.

School officials may inspect and search places and areas such as lockers, desks, parking lots, automobiles parked on or near school property and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by the students; such inspections may be done without notice to or consent from the student, at any time and on a general, area-wide basis. UCW officials may request the assistance of law enforcement authorities for the purpose of conducting these authorized inspections.

If a search produces evidence that the student has violated or is violating either the law, local ordinance or UCW policies or rules, such evidence may be seized by school authorities, and disciplinary action will be taken. UCW officials may also turn over such evidence to law enforcement authorities.

## Academic Dishonesty

At UCW, students are expected to do their own work and are judged by that work. The copying of the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense.

Plagiarism and cheating will not be tolerated. These are defined as follows:

**Deliberate plagiarism:**

1. Copying of a phrase, sentence, or longer passage from a source and passing it off as your own.
2. Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not your own.
3. Buying a term paper and handing it in as your own.

**Accidental plagiarism:**

1. Forgetting to place quotation marks around another writer's words.
2. Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

**Cheating:**

1. Copying another student's project or work for submission as your own work.
2. Copying another student's answers during a test.
3. Providing another student questions or answers to, or copies of, test questions.
4. Having or using notes or other non-permitted materials during tests.
5. Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
6. Obtaining a copy of tests or scoring devices.
7. Permitting another student to copy the student's homework, paper, project, laboratory report or take-home test.

**Engaging in academic dishonesty will result in the following consequences:**

1. First offense
  - a. Automatic zero ("0") on the assignment/assessment
  - b. Detention
  - c. Teacher / student / parent conference
2. Second offense
  - a. Automatic zero ("0") on the assignment
  - b. Possible failing grade for the course
  - c. Suspension (1–5 days)

## Extended Day Programming

UCW's core academic day is from 8 a.m. to 3:40 p.m. Extended hours begin at 3:40 p.m. and end at 5:15 p.m. unless otherwise communicated.

UCW offers an extended day program that provides academic enrichment opportunities—past programming has included theater, dance, martial arts, and work with digital technology. Offerings vary by trimester and student interest.



After-school programming includes journalism club, ACT preparation, guitar instruction, basketball, cheerleading, urban dance, yearbook, tutoring, debate, football, volleyball, chess, and study sessions.

## Academic Requirements for Promotion and Graduation

Students at UCW are expected to attend all classes and complete the required coursework for each class. Unless a student has an approved modified grading scale, successful completion of a UCW class means 70% or higher. In the event a student does not successfully complete a trimester, s/he can recover that credit by successfully completing a credit recovery program (e.g., summer, night, or Saturday school). However, ONLY 9 (nine) credits may be recovered through these means during the student's tenure at UCW. Once the 9-credit limit has been met, the student will be required to retake the course. Additionally, all recovery grades will earn a 70% (the equivalent of a C-) and will stand on the transcript in addition to, not in lieu of, the original earned grade.

### MIDDLE SCHOOL PROMOTION AND RITES OF PASSAGE REQUIREMENTS

The promotion policy in the middle school takes into account the following criteria:

- Attendance: Students are expected to be present at school and engaged in learning every day. Students who have more than eighteen unexcused absences, or six per trimester, may be rendered ineligible for promotion.
- Successful completion of core classes: Students are expected to earn a grade of A, B, or C in all core coursework. Students who earn a failing final grade in any course may not be eligible for promotion.
- Performance on the Illinois Standards Achievement Test: Students are expected to score at the 24th percentile or higher in reading and math. Eighth grade students must also pass a state writing test. Students who do not meet the criteria on the reading, math or writing tests may not be eligible for promotion.

### SUMMER SCHOOL

Middle school students who are not eligible for promotion are required to attend summer school. Promotion may be awarded upon successful completion of summer school activities. Students who are not promoted at the end of eighth grade will be required to participate in a CPS-approved summer school program to demonstrate eligibility for high school enrollment.

Eighth grade students who:

1. successfully meet the three expectations outlined above;
2. are in good standing with UCW's behavior and discipline policies;
3. have all fees paid

4. and have completed a satisfactory 8th Grade Exit Project

will participate in The Rites of Passage ceremony, a celebration of their achievements of completing the middle school program.

End of Freshmen Year

**21 credits required**

**20 to move to next advisory**

End of Junior Year

**63 credits required**

**62 to move to next advisory**

End of Sophomore Year

**42 credits required**

**41 to move to next advisory**

To Graduate

**84 credits required to graduate**

**81 credits required to participate in graduation ceremony**

## **HIGH SCHOOL PROMOTION AND GRADUATION REQUIREMENTS**

In order to successfully move from one grade level to the next the following credit requirements must be met accordingly:

If students are eligible to be promoted after recovering credit the form must be submitted by the following timeframes:

- Within the second week of school (August 23)
- The end of CPS first semester (January 23)
- The end of the school year (June 13)

Students will not be promoted outside of this timeframe.

Academic college counselors and advisors meet with students each trimester to discuss their current progress toward graduation. Parents and students are provided with progress reports, report cards, and access to PowerSchool to monitor student achievement.

Students who are not on-track are encouraged to enroll in credit recovery courses available through Chicago Public Schools, private schools, or the Illinois Virtual High School to complete course credits. Registration, attendance, associated fees, and documentation requirements of these programs are the responsibility of the student. Students and families may work collaboratively with the academic college counselors to identify programs and needs.

## High School Graduation Requirements by Subject Area:

Each student must earn 84 credits, aligned to the following course and activity requirements.

<b>SUBJECT AREA (CREDIT COUNT)</b>	<b>GRADUATION REQUIREMENT</b>
Any combination within a department	
<b>English Language Arts</b> (3 each) ELA9, American Literature, World Literature, Senior Composition, AP Literature, AP Language, Pre-AP Language, *Freshmen Connection Reading- 1 credit	12
<b>Mathematics</b> (3 each) Integrated Math III, Integrated Math IV, Integrated Math V, Integrated Math VI, AP Calculus, Introduction to Engineering, *Freshmen Connection Mathematics- 1 credit	12
<b>Social Science</b> (3 each) Ancient History, American History, Modern World History, Economics, AP US History	9
<b>Black Thought and Senior Thesis</b> (3) Senior capstone course	3
<b>Science</b> (3 each) Physics, Chemistry, Biology, Forensic Science	12
<b>World Language</b> (3 each) Spanish I, Spanish II, Honors Spanish III	6
<b>Fine and Performing Arts</b> (3 each) Art I, Art II, AP Art, Dance I, Dance II, Dance III, Dance IV, Theater I, Theater II	6
<b>Physical Education and Wellness</b> (3 each) PEW 9, PEW 10 & Driver's Education, PEW 11/12	9
<b>Advanced Electives</b> (3 each) Anything beyond the minimum requirement for another content area.	3
<b>College Seminar</b> (3 each) 6to16 9, 6to16 10, 6to16 11, College Connect	12
<b>Total to Graduate</b>	84 credits
<b>Service Learning Hours</b> Each student must complete 40 hours of service learning. Forms can be picked up from and returned to counselor.	40 hours

\*For Class of 2013 and beyond.

## AP Courses

AP is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education.

In order to take AP courses at UCW the following requirements must be met:

- Student must make the request with his/her counselor during registration.
- Student must be recommended by teacher.
- Student must attend AP Orientation meeting.
- Student must write a letter of intent for taking the course.
- Student must be in good academic standing with the department of choice.
- Student must complete the assigned summer assignments.
- Student must sign an agreement form and return to the AP Coordinator.

A student may be dropped at any point prior to the second week of class for not fulfilling all obligations. After the second week a student may not drop the class.

UCW will pay for all tests for students that maintain at least a “B” average in the course and have three or fewer absences. Students who do not meet this requirement must pay for the exam. The cost of the exam is \$87 with a fee reduction of \$30 for students who are on free or reduced lunch.

If a student is enrolled in an AP class, it is the expectation that he/she will take the exam. A \$13 fee will be charged to the student’s account if he/she does not take the exam.

## Athletic Policy

UCW is an official member of the Illinois High School Athletic Association. Various sports teams compete each season across the Chicago area and in state leagues. Athletics is one component of our extended day program. Information regarding the athletics program may be obtained from the Athletic Director.

### **ELIGIBILITY REQUIREMENTS:**

Students must have an up-to-date physical on file to be eligible for participation.

- All athletic players must maintain a C-average in order to participate. Students may not have more than one failing grade at any time during the season and must have an education support plan in place to improve their academic performance. Students are not eligible to practice or compete with a team if they have two or more failing grades and/or fail to adhere to their education support plan.

- Students with two out-of-school suspensions during the athletic season will be suspended from the team for the remainder of the season.

Good sportsmanship during the school day, in practice, with team members, and in competition is expected. Students who are suspended (in-school or out-of-school) as a disciplinary consequence are ineligible to participate in athletics programs that same day.

Students must be present in school and in class for more than half a day to be eligible to practice or compete in athletics on that day.

All school property such as uniforms and sports equipment is to be returned in the same condition as when it was issued.

A fee may be required for various athletic programs. Students must be current with their school fee prior to registering for the athletic program.

## Lockers

Each student is allowed the use of a locker for the school year. The student's locker is school property and is subject to search by school officials. All locks must be school locks; any other lock will be removed without notice. Students must keep their lockers locked at all times. **Students are only allowed to use the locker assigned to them. Students are responsible for all contents found or placed in their assigned locker.**

During off campus Physical Education and Wellness activities, students will be allowed to use South Side YMCA lockers to store their personal belongings while in Physical Education and Wellness class. Students are to use a school lock to secure their items. Neither the South Side YMCA nor UCW assumes responsibility for personal belongings.

## Technology Acceptable Use Policy

The University of Chicago Charter School is committed to technology as a vital tool for its students and teachers. As such, it provides computing and network resources for students, employees, and others affiliated with the UChicago Charter for school communication and educational use.

**The use of these resources is a privilege, not a right. Misuse of these resources will result in the suspension or loss of these privileges, as well as possible disciplinary, legal, and/or monetary consequences.**

## UCW TECHNOLOGY OBJECTIVES IN EDUCATION

UCW Warriors' technology use should mirror our promises made daily in the Creed.

<b>Communication</b>	<p>Students will use language that is pertinent and appropriate when submitting academic work, participating in online forums, and working collaboratively.</p> <p>I WILL BE THOUGHTFUL WHEN MAKING ANY DECISION. I WILL RESPECT THE VIEWPOINTS OF OTHERS, EVEN THOUGH THEY MAY NOT BE THE SAME AS MINE.</p>
<b>Privacy</b>	<p>Students will be aware of privacy settings on websites to which they subscribe. Students understand that anything done online or electronically is not private and can be monitored. Students will not share any personal information about family, staff, or themselves. This includes passwords, home addresses, phone numbers, ages, and birth dates.</p> <p>I WILL OPERATE WITHIN THE ACCEPTED AND ACADEMIC AND SOCIAL NORMS OF UCW.</p>
<b>Honesty and Safety</b>	<p>Students will not engage in behavior that puts others or themselves at risk. Students will represent themselves honestly. This includes accessing the network using an account other than the student's own. Students will seek help if they feel unsafe, bullied, or witness unkind behavior. Students will only communicate with people they know. Students will follow safety guidelines posted by sites to which they subscribe. Students will not use another student's or staff member's account.</p> <p>I WILL OPERATE WITHIN THE ACCEPTED AND ACADEMIC AND SOCIAL NORMS OF UCW.</p>

<p><b>Learning</b></p>	<p>Students will have a positive attitude and be willing to explore different technologies and ways of learning. Students will evaluate the validity of information presented online and understand that not everything online is true. Students agree to document and properly cite all information acquired through online sources including but not limited to images, videos and music.</p> <p>I WILL IMAGINE AND EXPLORE THE ENDLESS POSSIBILITIES OF MY FUTURE. I UNDERSTAND THAT THERE ARE MANY PATHS TO MY DESTINY. I WILL BE PERSISTENT IN COMPLETING ANY TASK THAT COMES BEFORE ME.</p>
<p><b>Respect for Self and Others</b></p>	<p>Students will not upload or publish personal information, private communications, or photos of other people without permission. Students will respond thoughtfully to the opinions, ideas, and values of others. Students will not send or share unkind or inappropriate emails or texts.</p> <p>I WILL RESPECT THE VIEWPOINTS OF OTHERS, EVEN THOUGH THEY MAY NOT BE THE SAME AS MINE.</p>

**ACCEPTED NORMS**

UChicago Charter users are expected to demonstrate the same level of ethical and professional manner as is required in face-to-face or written communications. All users are required to maintain and safeguard password protected access to both personal and confidential UChicago Charter files and folders.

- Unauthorized attempts to access another person’s email or similar electronic communication or to use another’s name, email or computer address or workstation to send email or similar electronic communications are prohibited and may subject the individual to disciplinary action. Anonymous or forged messages will be treated in violation of this policy.
- All users must understand that UChicago Charter cannot guarantee the privacy or confidentiality of electronic documents and any messages that are confidential as a matter of law should not be communicated over email.
- UChicago Charter reserves the right to access email to retrieve UChicago Charter information and records, to engage in routine computer maintenance and housekeeping, to carry out internal investigations, to check Internet access history, or to disclose messages, data or files to law enforcement authorities.
- Any information contained by any UChicago Charter-purchased computer hard drive or computer disk are considered the property of UChicago Charter.

The agreement applies to all computers connected to the network or Internet. Any attempt to violate the provisions of this agreement will result in revocation of the user's privileges, regardless of the success or failure of the attempt. In addition, school disciplinary action and/or appropriate legal action may be taken. The decision of UChicago Charter regarding inappropriate use of the technology or telecommunication resources is final. Monetary remuneration may be sought for damage requiring repair or replacement of equipment.

## **INAPPROPRIATE USE OF TECHNOLOGY**

All users are expected to conduct their computer and online activities in an ethical and legal fashion. Prohibited are actions that violate the law, the rules of network etiquette, that are used in a manner disruptive to the work or educational environment or that hamper the integrity of security of any network connected to the Internet. Examples of inappropriate or unacceptable use(s) of these resources include, but are not limited to:

- Transmission of any material in violation of any US or state law, including but not limited to copyrighted material, threatening, harassing, pornographic, or obscene material; or material protected by trade secret.
- The transmission of copyrighted materials without the written permission of the author or creator through UChicago Charter email or other network resources in violation of US copyright law is prohibited.
- As with all forms of communications, email or other network resources may not be used in a manner that is disruptive to the work or educational environment. The display or transmission of messages, images, cartoons or the transmission or use of email or other computer message that are sexually explicit constitute harassment which is prohibited by UChicago Charter. It is also illegal for anyone to knowingly allow any telecommunications facility under their control to be used for the transmission of illegal material
- The use for personal financial or commercial gain, product advertisement, or the sending of unsolicited junk mail, or chain letters is prohibited
- The forgery, reading, deleting, copying, or modifying of electronic mail message of other users is prohibited.
- The creation, propagation, and/or use of computer viruses are prohibited.
- Deleting, examining, copying, or modifying files and/or data belonging to other users is prohibited.
- Unauthorized copying/installation of software programs belonging to the school is prohibited.
- Intentional destruction, deletion or disablement of UChicago Charter-installed software on any computer is prohibited.



- Vandalism is prohibited. This includes, but is not limited to, any attempt to harm or destroy the data of another user, the network/Internet, or any networks or sites connected to the network/Internet. Attempts to breach security codes and/or passwords will also be considered a form of vandalism.
- Destruction of hardware/software or attempts to exceed or modify the parameters of the system is prohibited.
- Nothing in this policy shall prohibit UChicago Charter technology department from intercepting and stopping email message that have the capacity to overload the computer resources.
- Discipline may be imposed for intentional overloading of the UChicago Charter computer resources.

## TERMS AND CONDITIONS

Students are to check their computers out during the class in which it is to be used and all students are to return their devices. Students are responsible for accidental and negligent damage done to the computer while the computer is checked out in them.

### Loss or Breakage

Members of the UChicago Charter community are encouraged to use the computers, peripheral hardware (digital cameras, scanners, DVD players, video cameras), software packages, email, and software installed by UChicago Charter' technology department for educational or school related activities and for the exchange of useful information. However, the equipment, software and network capacities provided through UChicago Charter computer services are, and remain the property of, UChicago Charter.

If a student loses, breaks, or fails to return a laptop, iPad, camera, power charger or any other device or peripheral, they are responsible for replacing it. Even if a charger was purchased to replace one that was lost or stolen, that charger belongs to the school.

### Out of Warranty Physical and Liquid Damage

Any out of warranty damage caused by the student that can be repaired will result in the cost of the part needed for repair. This fee will be added as a student fee which are counted against the student's participation fees. Student technology fees in excess of \$150 will result in suspension of school account. Laptops that have been deemed damaged beyond repair (when the cost of the repair exceeds or comes close to the cost of the system) will result in a fee of \$250.00 that must be paid along with all student fees before a the student's computer account is reactivated. If a computer is not covered by insurance (e.g. all warranties have expired on the computer or the computer is found to have been

intentionally damaged or stolen), then the above quotes for repairs do not apply and repair/replacement will be at full cost.

### **Technology and Discipline**

Any computer, iPad or other device found to be missing will result in a lockdown procedure intended to find the device and the student responsible. Students bringing their personal technology are responsible for its safety and whereabouts.

Discipline procedures will include, but are not limited to, the following:

Per the UChicago Charter Student Discipline Policy, these following violations, among others, will result in a Teacher-Student-Resource Person-Administrator conference, in-school suspension for first violation:

- Theft or possession of stolen property not exceeding \$150 in value
- Knowingly or intentionally using the network or information technology devices to spread viruses on the network.

Per the UChicago Charter Student Discipline Policy, these following violations, among others, will result in contacting the Chicago Police Department and suspension for first violation.

- Burglary
- Theft or possession of stolen property exceeding \$150 in value
- Hacking into the network or use of any computer or information technology device to stalk, harass, or otherwise intimidate others, to access students records or other unauthorized information and/or to otherwise cause a security hazard

### **AUP—STUDENT SUMMARY**

I understand that I am responsible for the following:

- Following the rules regarding device usage, digital citizenship, and additional rules instituted by the teachers regarding the use of technology in class.
- Properly signing computers, iPads and cameras out and in every time I use them.
- Taking diligent care with all hardware, systems settings, and software, so as to prevent damage, changing, or misuse, whether intentional or not.
- Accessing only my account on the network and keeping my account information private.
- Using only legal copies or downloaded software, music, or games on any computer at UChicago Charter.

- Utilizing and viewing only appropriate words and images- if inappropriate materials are viewed or received, it is the responsibility of the recipient to see that an adult is informed.
- Being sensitive that any communication on the laptop does not in any form tread on the rights or feelings of others in the UChicago Charter community.
- Instant messaging programs (iChat, Yahoo Messenger, Skype, etc.), social network websites (MySpace, Facebook, etc.), or content sharing websites (YouTube) are not used at school unless specifically directed by a teacher during for educational purposes.
- Use of Peer-to-Peer (P2P) applications is prohibited.
- Understanding that I am responsible for any consequences resulting from inappropriate content found on my laptop.

#### **AUP—PARENT/GUARDIAN SUMMARY**

As a parent/guardian of a UChicago Charter student, I understand that I am responsible for the following:

- Providing resources as possible in the way of:
  - Computer/tablet/device
  - Internet access (transportation to local library or other resource)
  - Printer, toner, paper
  - Flash Drives
- Providing Internet content filtering on home Internet access (parental controls)
- Reimbursements to school for fees incurred due to one or more of the following events:
  - Usage of laptop system
  - Repair to laptop system
  - Replacement of laptop system in case of serious damage or theft
  - Bag/case replacement
  - Any other fees associated with the use/abuse/theft/replacement of a device by a student



## UChicago Charter School Student & Family Handbook Signature of Acceptance

We, the undersigned, have read this document in its entirety. We understand that this handbook is intended to serve as a means to achieve a culture of achievement that will guide UChicago Charter School students to social and academic success. Most importantly, this handbook is a reflection of our mission to prepare our students for college and life.

We understand that all students and families will abide by the guidelines of this handbook.

Signatures below reflect the commitment to the tenets of this handbook. We will submit this signed document as instructed by the UChicago Charter School.

\_\_\_\_\_  
STUDENT NAME (PLEASE PRINT)

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT/LEGAL GUARDIAN NAME (PLEASE PRINT)

\_\_\_\_\_  
PARENT/LEGAL GUARDIAN SIGNATURE

If you have more than one UChicago Charter student, please ensure all your students are included on this document:

\_\_\_\_\_  
STUDENT NAME (PLEASE PRINT)

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE

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STUDENT SIGNATURE

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STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE



\_\_\_\_\_  
DATE SIGNED