

# 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**

**2016–2017** Updates

[uchicagocharter.org](http://uchicagocharter.org)

[facebook.com/uccharterschool](https://facebook.com/uccharterschool)



THE UNIVERSITY OF  
**CHICAGO**

**UEI**

URBAN  
EDUCATION  
INSTITUTE

[uei.uchicago.edu](http://uei.uchicago.edu)

## 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.

## 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
Jerrold Washington, Chief Academic Officer	773.834.0096
Carla Scott, Admissions Director	773.834.5945
Assata Moore, Director of Instructional Support and Development	773.702.2929
Todd Barnett, Director of Partnerships	773.834.4027
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
Lakeya Poston, Assistant Campus Director	777.285.5301
Monique Batteast, Operations Manager	773.285.5301

### **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
Tonya Howell, Campus Director	773.536.2399
Elizabeth Brown, Assistant Director	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
Jarred Brown, Campus Director	773.624.0700 Ext. 12117
Tinishia Legaux, Director of Academic & Social Service	773.624.0700 Ext. 12118
Carol Love, Operations Manager	773.624.0700 Ext. 12100

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

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

Main Office	773.752.8101
Kieran Palmer-Klein, Campus Director	773.702.2797

Michael Lackenbach, High School Director	773.752.8101
Bosede Bada, Assistant High School Director	773.752.8101
Sonia Wang, Middle School Director	773.752.8101
LaTasha McMillon, Operations Manager	773.752.8101

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### **WOODLAWN CAMPUS**

*Extended Day Programming is now called After Care Programming*

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### 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; President of Corporate Board

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

Vice President for Civic Engagement, University of Chicago

##### **Rowan Miranda**

Vice President for Operations and Chief Financial Officer; University Treasurer; VP and Treasurer of the Corporate Board

##### **Kim Taylor**

Vice President and General Counsel; Office of Legal Counsel; VP and Secretary of the Governing Board

#### **GOVERNING BOARD**

##### **Liz Thompson, Chair of Governing Board**

Civic Leader

##### **Charles Anderson**

CEO, CNA Enterprises  
Parent Representative, Woodlawn MS

##### **Cathy Cohen**

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

##### **Donna Dortzbach**

Parent Representative, NKO

**Julie Getzels**

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

**Harold (Hank) Handelsman**

Executive Vice President and General Counsel, The Pritzker Organization, LLC

**John Mark Hansen (Mark)**

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

**Chris Harris Sr.**

Senior Pastor, Bright Star Church; CEO, Bright Star Community Outreach, Inc. (BSCO)

**Otto Ali**

Chairman, FTCO

**Virgil Jones**

Not-for-Profit Leader

**Priscilla Kersten**

President, Square One Foundation

**Patricia C. Lane (Patty)**

Community Leader and Volunteer

**Charles A. Lewis (Chuck)**

Chairman, Lewis-Sebring Family Foundation

**Rowan Miranda**

Vice President for Operations and Chief Financial Officer; University Treasurer

**La Donna Peppers**

Parent Representative, Woodlawn HS

**Lee Pratter**

Senior Director of Development, Chicago Housing Authority

**Sandi Preston**

Strategy Director, Translation LLC

**Margot Pritzker**

Founder and President, WomenOnCall

**Sara Ray Stoelinga**

Sara Liston Spurlark Director of UEI

**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.

### 2016-17 SCHOOL CALENDAR

**School Day Start Time:**..... **8:00 a.m.**  
**School Day End Time:**..... **3:30 p.m. (UCW 3:40 p.m.)**  
**Early Student Dismissal on Wednesdays:** ..... **1:00 p.m.**  
 (Professional Development day for Staff except where indicated)

176 instructional days

### 2016

**August 29** ..... **First day of School/First Semester**  
**September 5** ..... *No School: Labor Day Holiday*  
**September 19 – 30 (CPS 9/6 – 10/7)** ..... Tent: Fall MAP  
**October 10** ..... *No School: Columbus Day Holiday*  
**October 14** ..... *Medical Compliance Due*  
**October 31**..... *All Fees Due (to avoid FACTS service charge)*  
**October 31 – November 4**..... *No School: Fall Intersession*  
**November 9**..... *Parent Teacher Conferences (2 – 8 p.m.)*  
**November 11**..... *No School: Veterans Day Holiday*  
**November 23 – 24**..... *No School: Thanksgiving Holiday*  
**December 23** ..... *Last Day of School before the Winter Intersession*  
**December 26 – December 31**..... *No School: Winter Intersession*

### 2017

**January 1 – January 6**..... *No School: Winter Intersession*  
**January 9**..... **School Resumes**  
**January 16 – 27 CPS 12/12 – 1/27)**..... Tent: Winter MAP  
**January 16** ..... *No School: Dr. Martin Luther King, Jr. Holiday*  
**January 27**..... *Last Day of 1st Semester*  
**January 31**..... *First Day of Second Semester*  
**February 1**..... *Parent Teacher Conferences (2 – 8 p.m.)*  
**February 20**..... *No School: President's Day Holiday*  
**March – April**..... *PSAT 8/9 - PSAT - SAT*  
**March – May**..... *PARCC TESTING WINDOW (3rd – 8th grades only)*  
**April 5**..... *Parent Teacher Conferences (2 – 8 p.m.)*



## 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.

### 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.

### EXCESSIVE ABSENTEEISM AND ITS EFFECT ON GRADES

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

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

### PASSES—UCW POLICY

UCW students have a 5-minute passing period. During this time students are encouraged to get all necessary materials and supplies needed for class and make any necessary restroom stops. Passes are not allowed. Students who are tardy to class will be escorted to the Dean's Office. In the event of an emergency, students will be escorted by security.

## Health Services and Medical Policies

### CHICAGO PUBLIC SCHOOLS ASTHMA MANAGEMENT POLICY

**PURPOSE:** The purpose of this policy is to promote the prevention of asthmatic reactions and daily management of asthma during school and school-related activities. This policy also establishes training requirements for school personnel on how to identify signs of asthma and undertake emergency response measures.

**I. SCOPE:** This policy applies to all schools regardless of whether the school has any current students identified with asthma.

#### II. ADMINISTRATION AND SELF-ADMINISTRATION OF ASTHMA MEDICATIONS:

Students may receive asthma medication during school hours either when administered by school personnel, administered with the assistance of school personnel, or when self-administered by the student who is authorized to carry



and self-administer their medication without supervision by school personnel. The administration and self-administration of asthma-related medications (e.g. inhalers, nebulizers) at school is subject to the authorization and documentation requirements set out in the Board's Policy on the Administration of Medications ("Medication Policy"). The Medication Policy requires written consent of the parent/guardian for a student to carry and self-administer their asthma inhaler during the school day. In the event that the student's health care provider determines that it is inappropriate for any reason for the student to self-administer his or her asthma medication, the parent/guardian shall provide those instructions in the prescribing information to the school.

### **III. IDENTIFYING STUDENTS WITH ASTHMA**

A. Request for Asthma Information: In order to effectively plan for and manage student asthma risks at school, parents/guardians are asked to promptly notify the school upon their child being diagnosed with asthma. At least annually at the beginning of each school year, Principals shall request parents/guardians to report information about their child's asthma diagnosis. The Chief Education Officer or designee shall make medical information forms available to schools for this purpose.

B. Parent Submissions: When a parent/guardian reports that their child has been diagnosed with asthma, the school shall request the parent/guardian to provide the following:

- (1) Written authorization to obtain detailed medical information on the child's condition from the physician;
- (2) Written consent to share diagnosis and other information with school personnel;
- (3) Written consent to administer or self-administer medications during the school day, as applicable in accordance with in the Board's Administration of Medication Policy;
- (4) An Emergency Asthma Action Plan completed and signed by their child's licensed health care provider and signed by the parent;
- (5) Any medications necessary to prevent or treat allergic reactions along with relevant prescription and dosage information. Replace single dose medications after use and all other medication upon expiration;
- (6) A description of the student's past asthma episodes, including triggers and warning signs;
- (7) Current emergency contact information and prompt notice of any updates;

(8) A description of the student's emotional response to the condition and the need for intervention; and

(9) Recommendations on age-appropriate ways to include the student in planning or care and implementing their 504 Plan.

C. 504 Plan Declined: If the parent/guardian declines a 504 plan for a student requiring asthma medication during school hours, the school shall implement a simple Emergency Asthma Action Plan (EAAP) stating to call 911 immediately upon recognition of signs and symptoms of acute reactions and send written notification to the parent/guardian of the student's EAAP. The school shall follow all additional procedures set out in the Asthma Guidelines for parent/guardian of a student with asthma who declines a 504 Plan.

D. Non-Cooperation: If the parent/guardian of a student with asthma fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate 504 Plan or any documentation required to offer a 504 Plan, the school shall implement a simple Emergency Asthma Action Plan (EAAP) stating to call 911 immediately upon recognition of emergency signs and symptoms along with sending written notification to the parent/guardian of the student's EAAP. The school shall follow all additional procedures set out in the CPS Asthma Guidelines for parent/guardian of a student with asthma who fails to cooperate or refuses a 504 Plan.

#### **IV. 504 PLAN/IEP**

A. Plan Establishment: Every child with physician (medical provider)-documented asthma must be offered a 504 Plan to address the prevention of asthma symptoms and daily management of asthma while in school and at school events. In the event the student has an Individualized Education Program (IEP), the IEP shall address the prevention of asthmatic reactions and daily management. The 504 Plan/IEP will include an Asthma Action Plan which includes emergency protocols. For students with a physician documented acute or chronic condition requiring asthma medication outside of school hours, the nurse in consultation with the parent/guardian shall determine if accommodations are necessary which require a 504 plan to **manage the child's asthma condition or prevent of reactions during school hours.**

B. Plan Updates: 504 Plans and IEP's are updated annually in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. Notwithstanding the annual update requirement, in the event the parent/guardian furnishes new physician orders that include changes to the medical management of the student's asthma, the 504 Plan or IEP will be promptly updated to address the new information.

C. Plan Dissemination: The Asthma Action Plan (“EAP”) shall be disseminated to the student’s teacher and the parent/guardian of the student. The EAP will be distributed at the beginning of each school year for continuing students and whenever it is updated or revised or for new students or newly diagnosed students, upon establishment of an EAP. A summary of the EAP will be disseminated to food service staff, coaches, transportation staff, school health professionals, paraprofessionals and other school staff who supervise the student’s school sponsored activities (e.g. extra-curricular activities, field trips, sports, before and after school programs). The summary shall identify the student with asthma, identify potential emergencies that may occur as a result of the student’s asthma, the appropriate responses to such emergencies, and identify emergency contact information.

**V. EMERGENCY RESPONSE:** In the event emergency response measures outlined in a student’s Emergency Asthma Action Plan are undertaken but not effective, 911 will be called. School staff shall remain with the student at all times during a medical emergency or perceived medical emergency. If a student is transported to a hospital, a full-time school staff member shall accompany the student until the parent/guardian or emergency contact arrives. The school shall complete an incident report in all instances when emergency response measures are activated or other emergency health issue occurs.

**VI. TRAINING:** At a minimum, at least every two (2) years, school personnel who work with pupils shall complete an in-service training program on the management of asthma, prevention of asthma symptoms, and emergency response in the school setting.

**VII. BULLYING:** Bullying, intimidation or harassment of students with asthma is not acceptable in any form and will not be tolerated at school or any school-related activity. Schools shall discipline students who engage in this behavior to the fullest extent permitted under the Board’s Student Code of Conduct.

**VIII. GUIDELINES:** The Chief Education Officer or designee is authorized to develop and implement asthma management guidelines, standards, and procedures for the effective implementation of this policy.

**IX. VIOLATIONS:** Failure to abide by this policy or guidelines will subject employees to discipline up to and including dismissal in accordance with the Board’s Employee Discipline and Due Process Policy.

**Legal References:** 105 ILCS 5/22-30; Individuals with Disabilities Education Act, 20 U.S.C. 31400 et. seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §706 et. seq. and 34 C.F.R. 100 et. seq.

## Student Discipline Policy

### **UCHICAGO CHARTER SCHOOL DISCIPLINE POLICY REQUIREMENTS**

ALL UChicago Charter school campuses will adopt CPS policy on bullying prevention. All UChicago Charter school campuses have eliminated automatic “zero tolerance” suspensions and expulsions, and require that campus staff exhaust all other means of intervention before expelling students or suspending them for more than three days. In addition, staff is prohibited from issuing fines and fees for misbehavior, and schools are required to communicate with parents about why certain disciplinary measures are being used. Staff is prohibited from using public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible. Furthermore, staff will not be authorized to place restrictions on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.

All UChicago Charter School campuses will not collect monetary fines or fees as discipline.

All UChicago Charter School Campuses will make every reasonable effort to issue homework assignments prior to students being issued an out of school suspension. However, in the event that students didn't receive assignments or need instructional support, students returning from suspension will be allowed to make up the school work they missed, and students suspended for more than four days will be offered access to support services, like academic counseling and mental health professionals. Each campus is equipped with a host of external partnerships to make student referrals in addition to the internal programs that support students across multiple campuses.

Furthermore, staff will avoid issuing consequences that will remove the student from class or school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior. If a student is suspended, the director or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level. As a campus-wide support, a partnership has been formed with Bright Star Community Outreach. Students that have been referred for suspension will meet with both campus leadership, parent or guardian and a staff member from Bright Star Outreach to discuss alternative school placement during the issued suspension period. Students accepted for this option will report to the campus

each morning to check in with their homeroom teacher, dean, or campus designee to review homework, behavior expectations, and goals for the day. Transportation will be provided to the program site. The goal of the Bright Star Community Outreach program is to increase the academic performance, strengthen families, and reduce truancy issues plaguing Chicago Public School Students. Key components of the program include: Comprehensive Case Management, Academic Enrichment, Social Emotional Learning, Mentoring and Monitoring, and Access to additional resources such as counseling, life skills training, anger management, and conflict resolution. At the completion of each suspension, the campus Dean of Students or campus designee will initiate a re-entry plan. The re-entry plan is based on a Restorative Justice model that seeks to support students in reflecting on how harm is caused and repaired and actionable steps that students can take to build a culture of mutual respect. Some examples of the approaches that will be used during re-entry include but are not limited to: peace circles, community building circles, re-entry circles, and mediation. In addition, each campus will devise a student contract to provide the necessary supports and to reinforce student behavior expectations to ensure that all enrolled students adhere to the core values of Leadership, Scholarship, Excellence, and Grit.

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## 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, extended day programming, field trips, technology use, and course fees.

**DONOGHUE** \$100

**NORTH KENWOOD/OAKLAND** \$100

**CARTER G. WOODSON** \$125

### **WOODLAWN**

6th grade: \$125

7th grade: \$125

8th grade: \$360 (includes graduation fee)

9th, 10th, 11th grades: \$225

12th grade: \$545 (includes graduation fee, \*does not include prom)

## 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

Michellese Harvey, Donoghue Parent

LaDonna Peppers, UCW

Denise Brown, UCW

Kevin Holloway, CGW

Donna Dortzbach, NKO

### DONOGHUE

## Daily Procedures

### ARRIVAL TIME

Students may arrive as early as 7:15 a.m. and will have breakfast in their classroom. Students are expected to stay in their assigned area until class begins promptly at 8 a.m.

### AUTOMOBILE DROP-OFF AND PICK-UP

Street traffic on 37th Street will be blocked to through traffic from 7 to 8:15 a.m. and 3:15 to 3:45 p.m. Please dress your child appropriately for the weather. We follow an inclement weather schedule that calls for outdoor dismissal unless there is excessive rain, snow, or wind, or the temperature is below 20 degrees Fahrenheit. Pre-K students are dismissed from their classrooms. Parents/guardians are required to come into the school building to sign their Pre-K students out of class. Kindergarten to 2nd grade students are dismissed on the north side (37th St.) of the building. 3rd to 5th grade students are dismissed on the east side (Ellis St.) of the building.

**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. Dropping students off in the staff parking lot is prohibited.**

Parking is available along Cottage Grove and along Ellis. There is no parking on 37th Street during arrival and dismissal.

## LATE PICK-UP FINES

School is dismissed at 3:30 p.m. and all parents/guardians are expected to pick up their children on time. Students in K-5th grade are dismissed outdoors. Teachers will wait with students until 3:45 p.m. in the event that a parent/guardian is running late. Students will not be allowed to re-enter the building after dismissal. Parents/guardians who pick up their children after 3:45 p.m. will be charged \$10 for every late pick up.

## 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 may not be used during school hours. Students may turn phones in to the main office for safe keeping. 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, damaged, or stolen cell phones that are left in backpacks.

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.

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## 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. Progress reports are an excellent tool for evaluating student progress and assisting students in making improvements before the end of each term.

## 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), 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.

## 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 Pre-K through 5th.



All participants are provided with:

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

### **Monthly Fees**

\$160

### **For more information contact:**

Right At School

855.AT.SCHOOL (287.2466)

<http://rightatschool.com/university-of-chicago-donoghue-school>

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*Tribes learning process has been removed*

NKO

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## Daily Procedures

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

Students may arrive at school as early as 7 a.m. Those students arriving early can take advantage of our free breakfast program and will be supervised in the cafeteria/auditorium until their teachers pick them up to start the day. Teachers pick students up as early as 7:45 a.m. and instruction starts promptly at 8:05 a.m. 46th Street between Greenwood and Woodlawn is closed before and after school to allow for an efficient and safe drop-off and pick-up for students. Please avoid parking in the alley on the east side of the building as teachers and staff members are assigned the parking spots there.

**46th Street will be closed to through traffic from 7:15 to 8:30 a.m. and from 3:00 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**

## Cellphones

We know that cell phones and other electronic devices are very appealing to children and can be very beneficial in helping us keep track of our children. But we also know that they can be distracting for students and make it easy for students to access content that is not meant for them. Children do not often know the impact of using technology in negative ways.

- Students' cellphones must be turned off while in the building. They may not use cellphones while in the building, unless they have permission from an adult (i.e., while waiting in the office at dismissal for a parent to pick up with permission).
- Students may not use tablets, iPads, cellphones, game systems, etc. during Free Choice Time. Please do not allow students to bring these devices to school, if possible.
- Students may not take pictures or video of other students using their personal devices. Students may not share pictures or video taken at school on social media.
- Students may not access social media while at school.

Adhering to these policies will help to ensure the safety of our students and eliminate the possibility of cyber-bullying and inappropriate use of technology while at school.

## 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. Jeans, non-NKO athletic pants, and other denim materials are not acceptable. Students must wear sneakers on their designated gym days. Hooded sweatshirts (hoodies) are not allowed, unless they are NKO uniform hoodies.

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.

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## 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. 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.

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## Progress Reports

Progress reports are issued four times per year. Progress reports are sent home with students at the halfway point of each of our four academic quarters. 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 four times per year. Parent/Guardian-teacher conferences will be held at the end of the first, second and third reporting periods. Final report cards will be distributed in June. Parent/Guardian attendance at the conferences is mandatory.

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## 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 standardized assessments, 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:

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### **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. There is a monthly IMPACT fee. 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 the students' FACTS accounts. All parents/guardians will be trained on the payment systems. The NKO office will not accept any forms of student payment(s).

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*Athletic Policy has been removed*

## 5th Grade Special Events

Each year, our 5th grades attend a camping event in the month of May. This trip is a great experience and a lot of fun for the students. However, in order for students to participate, they must consistently demonstrate our STICK values and UCCS Core values. Students who fail to exhibit these values may not be able to attend the trip. The 5th grade teachers, along with administrators, reserve the right to withhold the camping trip from students when appropriate.

The Rites of Passage ceremony in June is a celebration of the 5th grade students' transition to middle school. In order for students to participate, they must demonstrate leadership throughout the school year. Students are expected to meet all academic expectations and contribute positively to the school community. Administration can decide to withhold this experience from students who are not meeting expectations.

**CARTER G. WOODSON**

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

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## CGW Promotion and Retention Policy

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

- **Core subject performance as measured by the report card**
  - Students must have a minimum final average of 70% in each academic subject area to successfully pass the course.
  - If a student has a final average below 70% they have not passed the course and will be considered for summer school and possible retention.
- Standardized Test Scores
- Student attendance: Students that exceed nine unexcused absences for the school year may be considered for summer school and/or possible retention.

Final decisions on promotion/retention are based upon a balance of the three items (standardized tests, core subject performance, 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.

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## 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 academic guidelines below. Students must also demonstrate a respect for school rules and regulations. Students with excessive suspensions (more than three – In-school/Out of School) in the course of one academic year will lose the right to participate in the school graduation ceremony and end of year activities. However, they will receive their diploma and be promoted to high school if all of the academic requirements have been fulfilled.

### 8th Grade Promotion/Graduation:

- Final average for all core content classes must be at or above 70% to pass.
- Final average below 70% in Math or Literacy will result in no graduation ceremony, end of the year 8th grade activities, and must attend summer school.
- Final average below 70% in Science or Social Studies will result in no graduation ceremony, but student may be promoted.
- Final average below 70% in Math & Literacy will result in a retention hearing to determine if student should attend summer school or be retained.

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## Late Work/Make-up Work Policy

- Late work will be accepted until the end of the month (no later than the end of the first week of the next 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 & Report Cards

Progress reports are sent home with students at the end of the 5th, 10th (midterm), and 15th week of the semester. Report cards are issued to parents at the end of the first and second semester. Student-led conferences will be conducted three times throughout the year (midterm of semester 1, end of semester 1, and midterm of semester 2). Parent/Guardian and student attendance at the conferences are mandatory. Final report cards are issued to students at end of the school year. A copy of the final report card is also kept in the student's cumulative folder.

## 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/guardian must sign consent in order for student to receive school-based social work services. The parent/guardian has the right to deny or terminate services.

School social worker contact information:

Nicole Davis, LSW

773.624.0700 x12107

[nicoledavis@uchicagocharter.org](mailto:nicoledavis@uchicagocharter.org)

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## Response to Intervention (RTI)/AS3 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 three-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.

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## 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 three 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 referral
- One detention
- No in-school or out of school suspensions

### **Supervisory Status:**

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

The recent research conducted by the Consortium on Chicago School Research has highlighted the importance of grades and attendance as the factors most strongly connected with both high school and college success. In light of their findings, we have decided to add the two indicators to the requirements for



our Independent scholars to earn Free Dress Friday and Super scholar status. Students may still make independent status with the same requirements as before. However, in order for students to earn Free Dress Friday they must meet all previous requirements, have no absences for the previous week, and are currently earning a “C” or better in all core classes.

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## Supplies

Supply lists are different by grades.

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*Campus Vision and Goals have been removed.*

## WOODLAWN

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## 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 - 8:30	P1	8:38 - 9:38
P1	8:35 - 9:45	P2	9:41 - 10:41
P2	9:50 - 11:00	Lunch/Recess	10:41 - 11:26
Lunch/Recess/HW Club:	11:05 - 11:55	P3	11:31 - 12:31
P3	12:00 - 1:10	Town Hall	12:35 - 1
P4	1:15 - 2:25	After Care	1 - 4
P5	2:30 - 3:40	GLT Meeting	1:30 - 2:30
After Care	3:45 - 5:15	PD	2:45 - 4:15

## 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 - 9:02
P3	9:25 - 10:25	P3	9:07 - 9:49
P4	10:30 - 11:30	P4	9:54 - 10:36
P5	11:35 - 12:35	P5	10:41 - 11:23
P6 Lunch/Advisory	12:40 - 1:05	P8	11:28 - 12:10
P7 Lunch/Advisory	1:05 - 1:30	P9	12:01 - 1:00
P8	1:35 - 2:35	Lunch Optional for 9-11	1:00 - 1:25
P9	2:40 - 3:40	Lunch for Seniors	1:00 - 1:25
Malcolm X Learning Center	3:45 - 5:00	College Transition	1:30 - 2:30
After Care	3:45 - 5:45		

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## Uniforms

### PANTS/SKIRTS

- Boys must wear khaki (tan) pants. Girls must wear khaki slacks or skirts.
- All pants must have belt loops. Students are required to wear an all 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.

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## School Fees

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

## **WOODLAWN**

6th grade: \$125

7th grade: \$125

8th grade: \$360 (includes graduation fee)

9th, 10th, 11th grade: \$225

12th grade: \$545 (includes graduation fee, \*does not include prom)

After Care: \$150 for anyone wishing to allow their student to remain after school in the building

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 After Care 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 176 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 semester and report cards are distributed at the end of each semester.

<b>GRADE</b>	<b>GRADE POINTS</b>	<b>CUT-OFF PERCENT</b>
<b>A+</b>	<b>4.33</b>	<b>97</b>
<b>A</b>	<b>4.00</b>	<b>93</b>
<b>A-</b>	<b>3.67</b>	<b>90</b>
<b>B+</b>	<b>3.33</b>	<b>87</b>
<b>B</b>	<b>3.00</b>	<b>83</b>
<b>B-</b>	<b>2.67</b>	<b>80</b>
<b>C+</b>	<b>2.33</b>	<b>77</b>
<b>C</b>	<b>2.00</b>	<b>73</b>
<b>C-</b>	<b>1.67</b>	<b>70</b>
<b>F</b>	<b>0.00</b>	<b>69</b>

## Homework Policy

- Homework will be assigned on a daily basis.
- All middle school homework will be checked in during advisory before 8:02 a.m. If a student has any missing or incomplete assignments, they will be required to attend Homework Club during lunch/recess. Students have the space and support of teachers to complete homework assignments during Homework Club. If a student is late to school they will have Homework Club unless they get their homework checked in by their advisor BEFORE lunch begins.
- Additional policies around homework can be found on teachers' syllabi.
- All homework will be posted on teachers' websites. Additionally, any handouts given can be found in a bin outside of teachers' classrooms.

### MS DETENTION

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

Detentions are served on Fridays from 3:45 – 5:00 p.m. for middle school.

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/guardian that they have received this notice. Each notice will list the specific demerit and the teacher/staff member who issued the demerit.

### HS DETENTION

HS students will receive a detention after three demerits or a referral from a teacher. HS detention will be served on Thursday from 3:45 – 5:00 p.m. Notices and emails will be the same.

For middle school, demerit cycles begin each Friday and end on the following Thursday. All demerits reset on Fridays. 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. For high school, demerits reset each Monday.

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

### UCW MIDDLE SCHOOL AFTER CARE:

UCW's core academic day is from 8 a.m. to 3:40 p.m. After Care hours begin at 3:45 p.m. and end at 5:15 p.m. (Wednesdays — 1:00 – 4:00 p.m.) unless otherwise communicated.

UCW offers After Care as a space for students to remain while waiting for late pick-ups by parents/guardians. This is a safe space for students to wait with supervision by a school staff member. Students will be in the computer lab and have the choice of working on homework, going on the computer, or socializing with peers. Families pay for their students to be able to attend (\$150 per semester).

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## 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 semester, he/she can recover that credit by successfully completing a credit recovery program (e.g., summer or night school). However, ONLY three credits may be recovered through these means during the student's tenure at UCW. Once the three-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.

### **UCW MIDDLE SCHOOL PROMOTION POLICY & RITES OF PASSAGE REQUIREMENTS**

#### **PROMOTION REQUIREMENTS:**

UCW Middle School's mission is for 100% of our students to be admitted to, enroll in, and graduate from college. We have high expectations for the futures of our students and therefore have high expectations for their academic performance while they are at UCW.

6th, 7th, and 8th graders are required to pass a minimum of five of the eight semesters of their core content classes. (There are two semesters for each core content class: Math, Literacy, Social Studies, and Science; a total of eight semesters). Five passed semesters of core content classes is the minimum in order for students to be promoted to the next grade level.

In Illinois, there are no strict requirements for students to determine if a student may be promoted. However at UCW Middle School we adhere to these guidelines:

- No more than 18 unexcused absences
- Grade of A, B or C in all core classes. If a student fails one core content class for both semesters, they must attend summer school in order to be considered for promotion.
- 24th percentile or higher on the NWEA math and reading assessments.

Final decisions on promotion/retention are based upon a balance of the three items and are made by administration and teachers, in the best interest of student learning.

### **8TH GRADE RITES OF PASSAGE AND EOY ACTIVITY PARTICIPATION:**

Participation in graduation related events and Rites of Passage is a privilege not a right.

Students must earn the right to participate in these events by:

- Meeting the above stated academic guidelines.
- Be in good standing with the behavior and discipline policies
- Have all fees paid
- Complete a successful exit project

### **SUMMER SCHOOL:**

Summer school at UCW can only be utilized to make up for one failed class. Students are not able to take and receive credit for multiple classes in the summer.

If a student fails a core content class (Math, Literacy, Social Studies or Science) for two semesters, they will be required to attend summer school. If they pass that class during summer school they will be eligible for promotion to the next grade level.

### **RETENTION:**

Students are not retained at UCW in order to punish them. Students are retained because we do not believe in sending students on to the next grade level if they do not have the right skills, knowledge, and habits to be successful yet. We believe that students are better served when they repeat a grade level in order to catch up on these skills, knowledge, and/or habits, rather than being promoted and falling further behind. However, students are retained according to the following guidelines:

- If a student passes fewer than five semesters of core content classes, they will be retained and not eligible for summer school.
- If a student is required to complete summer school and they fail their summer school class, they will be retained.
- Students who have failed to meet the promotion requirements and are eligible to be retained will have a retention hearing with their parents and the School Director at the end of the 2nd semester

## High School Graduation Requirements by Subject Area:

Each student must earn 24 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> Freshman Composition & Literature, American Literature, World Literature, Senior Composition, AP Literature, AP Language, Pre-AP Language, *Freshmen Connection Reading- 1 credit	4
<b>Mathematics</b> Integrated Math III, Integrated Math IV, Integrated Math V, Integrated Math VI, AP Statistics *Freshmen Connection Mathematics- 1 credit	4
<b>Social Science</b> Ancient History, American History, Modern World History, AP US History	3
<b>Black Thought and Senior Thesis</b> Senior capstone course	1
<b>Science</b> Biology, Chemistry, Physics, AP Computer Science Principals	4
<b>World Language</b> Spanish I, Spanish II, Honors Spanish III	2
<b>Electives</b> Dance, Introduction to Engineering, and Exploring Computer Science	2
<b>Physical Education and Wellness</b> PEW 9, PEW 10 & Driver's Education, PEW 11/12	3
<b>Advanced Electives</b> Anything beyond the minimum requirement for another content area.	1
<b>College Seminar</b> 6 to 16 9, 6 to 16 10, 6 to 16 11, College Connect	College Seminar is a non credit class requirement to graduate.
<b>Total to Graduate</b>	28 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.

## 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 After Care 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 be passing all classes in order to participate.
- Middle school students are eligible for athletics if they have ZERO failing grades in any of their classes.
- Students with two out-of-school suspensions during the athletic season will be suspended from the team for the remainder of the season.

## 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.**



# 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:

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STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE

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STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE

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STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE

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STUDENT NAME (PLEASE PRINT)

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STUDENT SIGNATURE



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DATE SIGNED