# Student/Parent Handbook 2019-2020

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Welcome to Innovations High School!

Thank you for choosing Innovations High School to continue your education. We are pleased and excited to offer you an innovative learning experience, comprehensive services (including individual tutoring, counseling, and job assistance), and increased opportunities for success.

This handbook is an outline of rules, regulations, benefits, and general policies of Innovations High School. Please familiarize yourself with the content of this handbook. We hope that it addresses most, if not all, of your questions.

We sincerely hope that your experience at Innovations will be challenging, rewarding, and enjoyable.

Welcome!
Vision Statement

Our vision is to become an innovative community of learners that fosters intelligent creative expression, social responsibility, personal development, and scholastic excellence.

Mission Statement

Our mission is to develop resilient critical thinkers in a supportive community. Through arts integration, writing across the curriculum and character development, we inspire, motivate and empower students to succeed in an ever-changing world.

Phoenix Creed

Call: What is a Phoenix?
Together: A Phoenix:
Perseveres through fire
Strives for standards that are higher
And has the ability to transform to attain what it desires!

I am a Phoenix!
As a Phoenix I demonstrate:
Intelligent creative expression
Social Responsibility
Personal development
And Scholastic excellence!
**Campus Affiliation**
Youth Connection Charter School (YCCS) is the only chartered multi-campus alternative education system, and is the leading provider of alternative education programs in the Chicago area. YCCS is a nationally recognized model for alternative education with quality academic and support services, providing tools to empower at-risk students and high school dropouts to graduate and become productive members of society. Please call 312-328-0799 or visit www.yccs.us for more information.

**SCHOOL MOTTO**
“Higher Standards”
The staff of Innovations High School is committed to the success of each and every student enrolled in our school. We believe that students have unlimited potential and can rise to meet higher standards through higher expectations. We dedicate ourselves to the preparation of our students to compete and advance in today’s ever developing society.

**SCHOOL COLORS**
Cardinal Red and Old Gold

**MASCOT**
Phoenix

**Innovations High School’s Four Quadrants**
Scholastic Excellence, Intelligent Creative Expression, Social Responsibility and Personal Development (see appendix)

**Equal Educational Opportunity and Affirmative Action**
**Policy Statement**
As a campus of the Youth Connection Charter School, Innovations High School is committed to equal educational opportunity, and will take action to ensure that all students are treated fairly during enrollment.
**Enrollment**

All students enrolling at Innovations must meet the following criteria:

- Must have enough credits to graduate before the age of 21
- In order to be eligible for graduation students must obtain 18 credits by the end of their senior academic year, along with completing all of their required courses through our academy system.
- Students must possess a desire to buy into our school’s mission and vision.

**Registration**

The following paperwork will be required from each student prior to enrollment. All forms or photocopies **must be on file** prior to registration.

- High school transcripts
- Emergency contact form
- Medical Information Form
- Proof of address
- Health/immunization records
- Lunch application form
- Birth Certificate
- Signatures on all required forms

**Admission and Program Entrance Requirements**

For the purposes of admission into the Charter, YCCS accepts enrollment of any pupil who resides within the City of Chicago (Board of Education District #299), is 16-21 years of age, at risk and has dropped out or formally withdrawn from his or her former school. Priority for enrollment is given to pupils who were enrolled in the previous year, unless expelled for cause, homeless students, neighborhood youth and siblings of students currently enrolled. Students who have reached the age of 21 before the beginning of the academic year may not enroll in YCCS. Likewise, students who are under the age of 16 at the beginning of the school year may not enroll in YCCS. If the student turns 21 during the school year, s/he may remain in enrollment for the rest of that year only.

**Lottery Process**

Once IHS reaches student capacity, all remaining applicants that meet the enrollment criteria shall be placed on the IHS lottery list. All waiting/lottery list and applicant referrals are forwarded to the Youth Connection Charter School’s office on the 20th day of each month via lottery referral transmittal form. IHS conducts lotteries as needed to fill available seats when students withdraw or graduate. All lotteries are witnessed by an independent third party.
Supplies
Each teacher will outline the supplies required for each class in the course syllabus. Students must have supplies every day that they are in school (i.e. pens, paper, notebooks, pencils, etc.)

Attendance policy

School will be open for students at 7:45 a.m. for breakfast. The regular school day schedule is detailed below:

Regular days (M, T, R, F):

Breakfast: 7:45-8:25
Flexible Entry Time 8:00-8:25
Classes: 8:30-2:25

<table>
<thead>
<tr>
<th>P.D. ACADEMY</th>
<th>I.C.E. ACADEMY</th>
<th>S.R. ACADEMY</th>
<th>S.E. ACADEMY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Entry 8:00-8:25</td>
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<td>Flexible Entry 8:00-8:25</td>
<td>Flexible Entry 8:00-8:25</td>
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<tr>
<td>1st/Advisory 8:30-8:57</td>
<td>1st/Advisory 8:30-8:57</td>
<td>1st/Advisory 8:30-8:57</td>
<td>1st/Advisory 8:30-8:57</td>
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<tr>
<td>2nd Period 9:00-10:10</td>
<td>2nd Period 9:00-10:10</td>
<td>2nd Period 9:00-10:10</td>
<td>2nd Period 9:00-10:10</td>
</tr>
<tr>
<td>5th Period 1:20-2:30</td>
<td></td>
<td></td>
<td>5th Period 1:20-2:30</td>
</tr>
</tbody>
</table>

Wednesdays are abbreviated school days. Wednesday afternoons are reserved for staff development.

Wednesdays:
Breakfast: 7:45-8:25
Flexible Entry Time 8:00-8:25
Classes: 8:30-12:46

<table>
<thead>
<tr>
<th>P.D. ACADEMY</th>
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<th>S.R. ACADEMY</th>
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<td>1st/Advisory 8:30-8:45</td>
</tr>
</tbody>
</table>
Absences
The attendance goal for students at IHS is 80% or higher. Therefore, students should not be absent more than four days in a twenty (20) day school month. Students missing more than 4 days per month will face a decreased likelihood of success at Innovations.

As soon as it becomes evident that a student will not be able to attend school, the student (if 18 or older) or an adult listed as authorized emergency contact must call the front desk and state the cause of the absence. Upon returning to school, the student must present written verification of the cause of absence (i.e. note signed by parent, doctor, caseworker, probation officer, etc.). If there is no written documentation for the cause of absence, the absence will be deemed unexcused.

Advisors, administrators and other relevant staff will meet with the students and their parents to discuss and seek resolution for chronic absenteeism. Letters will also be mailed each semester once absences reach the following levels:

5 unexcused absences: Letter is sent to parent/guardian addressing their student’s absence and the school’s attendance policy.

10 unexcused absences: Additional letter is mailed with a request for a parent conference.

15 unexcused absences: Student may be released from membership.

Early Dismissals
Students must have a valid reason with parent or guardian permission in order to receive an early dismissal. The phone number used to reach the parent or guardian must be listed on the student’s emergency form. More than 3 early dismissals without official documentation (medical, legal) in one quarter will result in a parent conference. Regardless of a student’s age, the student’s parent will be contacted if the policy is being abused.

Tardies
Students are considered tardy for 1st period Advisory class after 8:30 a.m. on all school days. Students who are late because of an appointment with a doctor, caseworker, court date, etc. must call in advance to inform office staff of the tardy and bring in written documentation to that effect.

Parents must call prior to 8:15 a.m. to report a tardy due to an emergency or appointment. Parents must leave a voicemail on extension 100 if a staff member does not answer. Any arrivals after 9:00 a.m. will require prior approval and additional documentation (such as a doctor’s statement for an appointment) and will be approved on a case-by-case basis.
Instructional Program

Innovations’ “4Q” Academies
Upon enrollment, students will be placed into an “academy” based on their total number of graduation eligible, transferable credits and identified prerequisite courses. Each academy will cover multiple subjects and competencies and will cover one semester of content. In order to be promoted to the next academy at the end of each semester, students must demonstrate competency in all identified competencies within each course as well as through two interdisciplinary projects. Students will also complete a service learning project in each academy.

Academy Placement Criteria
Personal Development Academy: 0-6.5 credits

Creative Expression Academy: 7-10.5 credits
Prerequisites: Must have .5 credit in P.E./Health, 1 credit in English, 1 credit in Science, and 1 credit in math

Social Responsibility Academy: 11-13.5 credits
Prerequisites: must have .5 credit in P.E./Health, 2 credits in English, 2 credits in math, and 1 credit in science

Scholastic Excellence Academy: 14+ credits
Prerequisites: must have .5 credit in P.E./Health, 2 credits in English, 3 credits in math (including 1 in Algebra), 1 credit in social science (including .5 in Economics), and 2 credits in Science

Personal Development (P.D.) Academy
The Personal Development academy will focus on activities that facilitate self-reflection, improve awareness and identity, develop talents and potential, set short and long-term academic goals, and build social and emotional skills. In this academy, students will complete the following courses, along with two interdisciplinary, arts-integrated projects:

Health & Fitness
Art
Forensic Science
Algebra
Innovations 101-English
Advisory

Social and emotional skills are integrated into all P.D. Academy courses. The following “Habits of Mind” will be infused into the curriculum and assessed as part of the advisory grade:
Personal Development Habits of Mind:
- Managing Impulsivity
- Thinking Flexibly
- Thinking about Thinking
- Finding Humor
- Taking Responsible Risks
- Applying Past Knowledge to new situations

Intelligent Creative Expression (I.C.E.) Academy
The Intelligent Creative Expression Academy will focus on enhancing students’ ability to effectively communicate and innovatively express themselves in a variety of settings and experiences.

In this academy, students will complete the following courses, along with two interdisciplinary, arts-integrated projects:

Media Arts
Civics & African American Studies
English
Geometry
Advisory

Social and emotional skills are integrated into all I.C.E. Academy courses. The following “Habits of Mind” will be infused into the curriculum and assessed as part of the advisory grade:

Intelligent Creative Expression Habits of Mind:
- Gathering Data through all senses
- Creating, Imagining, Innovating
- Responding with Wonderment and Awe

Social Responsibility (S.R.) Academy
The Social Responsibility Academy will focus on activities that build students’ awareness of social issues and their role in creating a better world. Students will also begin formal planning for their lives after high school.

In this academy, students will complete the following courses, along with two interdisciplinary, arts-integrated projects:

Science/STEAM
Economics
Integrated Math
Post-Secondary Planning
Advisory
Social and emotional skills are integrated into all S.R. Academy courses. The following “Habits of Mind” will be infused into the curriculum and assessed as part of the advisory grade:

**Social Responsibility Habits of Mind:**
- Thinking Interdependently
- Listening with Understanding and Empathy
- Thinking and Communicating with Clarity and Precision

**Scholastic Excellence (S.E.) Academy**
The Scholastic Excellence Academy will focus on
In this academy, students will complete the following courses, along with two interdisciplinary, arts-integrated projects. Students will also complete all remaining graduation requirements in this academy.

US History  
Journalism & Multicultural Literature  
Senior Portfolio  
Phoenix Practicum  
Advisory

Social and emotional skills are integrated into all S.E. Academy courses. The following “Habits of Mind” will be infused into the curriculum and assessed as part of the advisory grade:

**Scholastic Excellence Habits of Mind:**
- Persisting
- Questioning and Posing Problems
- Striving for Accuracy
- Remaining Open to Continuous Learning

**Arts Integration**
Arts integration is an instructional model that pairs an arts discipline with a traditional subject in order to enhance learning in both areas. All academic classes incorporate an arts-integrated unit of instruction. By integrating the arts, we seek to: 1) increase student motivation and attitudes toward learning, 2) support learning and increase student success in core academic subjects, and 3) organize integrated instruction around “big ideas” that enable students to make meaningful connections between concepts learned in different subject areas.

**Academic Enrichment Plan (AEP)**
An AEP will be developed for all IHS students upon entry and reviewed quarterly and as needed in order to assess eligibility for graduation. The AEP serves to assist students by: charting the student’s academic goals, success towards those goals and by identifying current or potential obstacles the student may encounter. Students’ progress in Innovations’ four quadrants of scholastic
excellence, intelligent creative expression, personal development, and social responsibility will be tracked and monitored.

**FuelEd Program**
FuelEd is an online program that provides self-paced courses taught by an online instructor and facilitated by an in-class mentor. Students may complete more than one FuelEd course per quarter within one class period. FuelEd courses are also offered in summer school for a small fee.

**Progress Reports**
Students will receive competency-based progress reports for each quarter (approximately every 5th week of that particular quarter). IHS will hold a “Phoenix Family Day” on each progress report distribution day. All parents are encouraged to visit the school that day, but parents of students who are indicated as being not yet competent in one or more classes are required to attend.

**Homework**
Students will receive a syllabus that details the homework policy for each class. Students will complete assignments by the dates they are due. Absences do not excuse any student from completing assignments. It is the responsibility of that student to obtain and complete any missed assignment.

**Writing Across the Curriculum**
All students must successfully complete at least one essay in each of their courses. These essays can be included in the senior portfolio.

**English Language Learner (ELL) Program**
Innovations High School provides a Bilingual Education program for English Language Learners (ELLs). The purpose of this program is to provide ELLs the opportunity to acquire language skills necessary to become proficient in English and successfully function academically in the general program of instruction.

**Testing**
- The STAR reading and math assessments will be administered four times per year. The STAR results are utilized for course placement, obtaining skill diagnostics, and for measuring growth throughout the school year. Students must make month-to-month gains on both assessments.
- The SAT will be administered to juniors in the spring.
- Passing the United States Constitution Test is required for graduation.
**Competency Based Learning Program**

Innovations High School utilizes a competency-based learning system that requires students to demonstrate competence on designated performance indicators before moving on to the next level. Students are given opportunities to demonstrate competency in various ways. The curriculum is designed with personalized learning in mind.

**Philosophies of Grading**

Students should have multiple opportunities & ways to demonstrate what they know and can do. Academic knowledge & habits of mind are both important for students to navigate the world beyond high school. “Not yet competent” does not equate to failure; instead, it provides additional time to practice and progress toward competent and/or higher proficiency standards.

**Grading of Assessments**

Using rubrics and scoring guides, individual assessments will be scored in accordance with the following competency levels with competency descriptions:

<table>
<thead>
<tr>
<th>Assessment Grading Scale</th>
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</thead>
<tbody>
<tr>
<td><strong>Rubric Proficiency Levels</strong></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Insufficient Evidence</td>
</tr>
</tbody>
</table>
**Course Grades**

Proficiency scores on graduation standards shall be derived through a common and consistently applied criterion for grading courses and learning experiences. Grades should clearly communicate what students know & do in each class, course or project. Grades shall be rounded to a single decimal point and reported in accordance with the following *Course Grading Scale*:

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Proficiency Descriptions: Grading Course and Learning Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0-3.76</td>
<td>Highly Competent</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates high competence within the performance standards for the subject, course, or project. The student independently and consistently exceeds grade level knowledge, skills and dispositions with high quality work reflecting higher order thinking skills.</td>
</tr>
<tr>
<td>3.75-2.8</td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates proficiency within the performance standards for the subject, course or project level concepts and skills with accuracy, quality and independence.</td>
</tr>
<tr>
<td>2.7-2.0</td>
<td>Developing Competency</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates progress within the proficiency standards of performance for the subject, course, or project of grade level knowledge, skills and concepts.</td>
</tr>
<tr>
<td>1.99-1.0</td>
<td>Emerging Competency</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates minimal effort towards proficiency standards of the subject, course or project.</td>
</tr>
<tr>
<td>.99</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td></td>
<td>The student has not submitted a sufficient amount of work to determine his/her level of competency.</td>
</tr>
</tbody>
</table>

**Reporting Letter Grades**

Innovations High School reports competency levels as letter grades on report cards and final transcripts. Course credit and letter grades will be awarded based on the following:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Grade Equivalent</th>
<th>Proficiency Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0-3.76</td>
<td>A</td>
<td>Highly Competent</td>
</tr>
</tbody>
</table>
Exhibitions of Learning
Student competency levels will be assessed through quarterly interdisciplinary demonstrations of learning. Exhibitions of learning may be projects, presentations, and/or products through which students “exhibit” what they have learned and demonstrate to what degree they have achieved expected competencies. Students’ exhibitions are assessed using subject level exhibition of learning rubrics based on the YCCS exhibition guidelines and performance indicators. Teachers or review committees assess learning using common criteria at the end of each term.

Learning Management System
Mastery Connect will be used to administer, document, track, and report a student’s progress on the performance indicators and/or habits of mind identified for a particular course. Progress reports will be generated and distributed to students and guardians every 5 weeks.

Inquiry Based Learning
Inquiry Based Learning is a hands-on teaching and learning approach that invites students to explore academic content by using critical thinking and understanding to pose, investigate, and reach a conclusion.

Academic Advisors
Each student will be assigned an Advisor for the school year. The Advisor will:
• Meet with the student quarterly to complete the AEP form, discuss progress and any issues or challenges the student is having
• Stay in contact with parents regarding grades, attendance, and behavior
• Assist seniors with preparation for their senior portfolio presentations (discuss preparedness, presentation skills, punctuality, attire, etiquette, etc.)

Accelerated Learning Program
Students who score at or above their current grade level on the STAR assessments are eligible to enroll in a program for accelerated learners. This may include participation in a dual enrollment or other program. See the post-secondary department or an administrator for further information.

Grade Level Information/Promotion Criteria
Grade level is measured by the number of credits a student enters with and earns toward graduation.
Credit Policy
The minimum number of credits required to graduate from Innovations High School is 18. All 18 credits must be graduation eligible according to the IHS graduation requirements and 4Q Academy system. Credit is awarded by receiving instruction from a certified instructor and based on a passing grade in a course that meets the minimum number of clock hours per year. The minimum number of clock hours for one credit is 120 clock hours. The minimum number of clock hours for a half credit (.5 credit) is 60 clock hours.

Transfer Credits
Students must submit official completed transcripts from all their previous high schools upon enrollment. Transfer credits are only accepted from accredited schools, and only at the beginning of each quarter. If a student fails to submit a transfer credit after the first week of the quarter (or the first week of the student’s enrollment) then the student must wait until the following quarter for that credit to be considered in that student’s academy placement. *Out of District credits will be evaluated for acceptance on an individual basis.

Service Learning
Seniors at IHS must complete 40 hours of community service to satisfy their graduation requirements. To keep students on track to graduate, students are required to complete a certain number of community service hours per grade level to advance to the next grade. The hours are as follows:

Ungraded/Underclassman 0-20 hours
Junior 20.5-30 hours
Senior 30.5-40 hours

IHS will link students to area community service opportunities. The community service requirement also involves a written application and a written evaluation of completed service (see the Registrars' Office for details). Community service from previous school transcripts are transferable to IHS.

Graduation Standards
A diploma from Innovations High School requires students to earn credits in the following areas through our academy system:

- 4 English (Including Senior Portfolio Course)
• 3 Math (must include 1 credit in Algebra & 1 credit including Geometry content)
• 2 Science
• 2 Social Studies (must include 1 credit of US History, one semester of Consumer Ed/Economics, and one semester of Civics or a course integrating Civics)
• 1 Art, Foreign Language, or Vocational/Career Education
• .5 Health or P.E.
• 5.5 Electives, which can include any additional courses from the subjects listed above

**Total = Minimum of 18 credits**

Additional requirements:
• Take the S.A.T. exam
• Pass the Illinois and United States Constitution Test (Public Law 195)
• Complete 40 service learning hours
• Achieve a minimum 10th grade reading level as measured by the STAR assessment
• Have a minimum of 1 semester (90 days) residency requirement

**Senior Portfolio**
Students will be enrolled in the Senior Portfolio class as part of the Scholastic Excellence academy. Students must complete and successfully present an approved portfolio to be considered candidates for graduation from Innovations.

**Valedictorian and Salutatorian Eligibility**
Students who have completed two full semesters at Innovations and complete all graduation requirements by the last day of classes for the second semester will be eligible to become an Innovations Valedictorian or Salutatorian.

**School Lockers**
Lockers are mandatory for Innovations High School students in efforts to maintain a safe environment. All students are assigned individual combination lockers to store their coats. It is the student’s responsibility to keep their locker combination private and not give the combination out or allow other students to store items in their lockers. Students are not allowed to bring their own locks for the lockers. Any unauthorized locks will be cut off by IHS staff. Students are advised to keep their outerwear only (coats, hats, gloves, etc.) in the lockers, and to keep personal valuables (wallets, purses, money) in their personal possession at all times. IHS is not responsible for loss of personal valuables, as we advise against storing them in lockers. If a student is absent for 10 or more consecutive days without notifying the school, any belongings left in the student’s locker will be discarded.

Students are only allowed to go to their lockers before and after school and during lunch. No passes will be given to lockers during class time. Lockers are property of IHS and subject to inspection and search at any time. Any student that has any item in their locker that is a violation of school policy is subject to discipline (see discipline policy).
Search, Seizure, and use of Metal Detectors at School Facilities

IHS follows the Chicago Public Schools (CPS) policy on search and seizure and the use of metal detectors at school facilities (section 409.3). This policy allows school officials to search individual students and their personal effects whenever there is reasonable suspicion. This includes personal items and belongings such as outerwear and book bags, and any items, such as decks and lockers that are property of the school. This policy also authorizes the use of handheld and walk-thru metal detectors to assist in searches. Any student that has an item found in the student’s possession or in their belongings in violation of school policy is subject to discipline (see discipline policy). The full CPS policy on search and seizure is available at the IHS campus upon request.

Student Fees

In order to provide a quality educational program, it is necessary to supplement classroom materials. The following itemized list of fees is assessed for various workbooks, administrative cost, supplies and materials:

CIRCLE Foundation/Innovations High School

2019-2020 Itemized Student Fees

<table>
<thead>
<tr>
<th>Itemized Fee</th>
<th>Fee Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.00</td>
<td>Administrative/overhead costs (student records keeping; administration of student fees)</td>
</tr>
<tr>
<td>5.00</td>
<td>Student CTA reduced bus card</td>
</tr>
<tr>
<td>32.00</td>
<td>(2) Uniform shirts</td>
</tr>
<tr>
<td>75.00</td>
<td>Instructional materials</td>
</tr>
<tr>
<td>5.00</td>
<td>Student ID Card (replacement fee of $15)</td>
</tr>
<tr>
<td>68.00</td>
<td>Student activities: supplies &amp; materials for monthly student awards</td>
</tr>
<tr>
<td></td>
<td>(excluding student of the month incentives); field trips to museums/architectual tours/art shows</td>
</tr>
<tr>
<td>15.00</td>
<td>Ubuntu assembly guest speakers</td>
</tr>
</tbody>
</table>

$ 250.00

*No student will be denied educational activities or services, and no penalty will be imposed on a student because of the family's inability to pay a fee. If you are unable to pay...
a fee contact the Controller to discuss payment options. A parent or legal guardian must contact the Controller for payment options. Fees are only excused if the fee waiver is approved.

*Note: In addition to the student fees, seniors have an additional fee of $100. This fee includes: all graduation activities (graduation invitations, tickets, awards, program printing, facility rental, ceremony expenses, cap & gown).

**Identification Card (ID Cards)**

To ensure the safety of all students at IHS and to prevent trespassers from entering the building, CPS requires all students and staff to wear photo ID cards at all times. This rule will be strictly enforced as it is in many other schools and workplaces.

- All students will be issued a photo ID card during the beginning of the school year.
- These cards must be work above the waist at all times during the school day while on school property.
- Replacement ID cards must be purchased from the financial office for $5.
- The ID card is necessary to enter the building at any time during the day, to enter classes, to enter the lunch line, to receive physical education equipment, and to participate in co-curricular activities, etc.
- Students are to present their ID cards to any staff member upon request. Failure to do so will result in disciplinary action.
- Students will be subject to disciplinary action for placing false information on or defacing their ID cards.

**Requirements for participation in Extra-Curricular Activities**

Extra-curricular activities are a major part of life at Innovations. They include, but are not limited to: Student Council, Sport Teams, Special Field Trips, Dance Team, Forensics Club, Poetry Team, and Future Leaders Club. In order to Participate, a student must meet the following minimum guidelines:

- 80% attendance
- 2.0 G.P.A. on the last Innovations report card
- In good standing with the school and approval from the Office of the Dean of Students

**Parent Team**

Innovations High School has a parent team that meets monthly during the school year. In order to accommodate parent schedules, these monthly update meetings will be offered in the evening.

Innovations High School challenges its students to strive for excellence, thus it is important for students to be supported by their family and support systems outside of the school environment. The purpose of the parent team is to inform parents of school issues, student progress, and upcoming events. It also offers parents an opportunity to support the school through volunteerism and fundraising opportunities.
In addition to the monthly meetings, there will be monthly parent newsletters mailed to the address on file. **It is important for parents to update address and telephone numbers with the front desk staff.** Innovations will also be offering quarterly enrichment workshops. The topics of these workshops will vary and parents will be notified of the agenda in advance.

**Sharing Information with Parents**

Parents have the right to review their students’ records as well as view the qualifications of the teachers that work with their students upon request. Any parent requesting to see their students’ records should make their request made to the Dean of Students. Any parent requesting to see teacher qualifications should make their request to the Assistant Principal.

**PowerSchool, FuelEd, and Emails**

Parents can access their students’ grade and attendance records at any time by visiting PowerSchool: [psprem01.yccs.org/public](http://psprem01.yccs.org/public). Please contact a Registrar or Administrator for PowerSchool login information. Parents whose students are enrolled in FuelEd can request a parent login. It is important for parents to provide a current, active email address. We will be sending emails periodically to inform parents and students of important announcements, updates, and events.

**Discipline Policy**

The discipline policy of Innovations is based on RESPECT. IHS is aligned with the Youth Connection Charter School Discipline Code of Conduct. However, IHS has tailored specific disciplinary rules and consequences to satisfy the needs of our school.

The IHS discipline policy applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, or on any vehicle funded by IHS. The discipline policy also applies to student behavior outside of school if: (1) a student commits a level II or III violation, and (2) the behavior disrupts or may disrupt the educational and/or functioning process(s) at the school or facility where violation occurred. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching, functionality and learning at the school or facility in question. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process at the school or facility in question.

**SCOPE OF THE STUDENT DISCIPLINE POLICY**

The Student Discipline Policy is not intended to address the entire spectrum of student misbehavior that may occur at the campus. Instead, the Policy outlines a range of appropriate responses for certain inappropriate behaviors. Campus administrators retain the discretion to address student misconduct that is not specifically included in the Policy. **However, poor academic achievement**
is not an act of misconduct. Therefore, the Policy may not be used to discipline students for poor academic progress.

**Conduct To and From School**
Students at IHS are expected to conduct themselves in a manner that reflects self-control and concern for others. When students are in common areas of the building, on the street or on public transportation, students are in the public eye and citizens are fully aware of all IHS students. Students are expected to behave in a manner that is reflective of Innovations High School. This behavior includes observations of all laws, respect for the property of others, and showing courtesy and respect for others. **Students must keep in mind that the school campus includes the entire downtown area.**

Students at IHS are expected to conduct themselves in a manner that reflects self-control and civil respect for others. When students are in common areas of the building, on the street or on public transportation, students are in the public eye and citizens are fully aware of all IHS students. Students are expected to behave in a manner that is reflective of the code of conduct and disciplinary policies of Innovations High School. This behavior includes observing all public laws, showing respect for the property of others, and behaving in a courteous and respectful manner.

Individual students or groups of students that are found to participate in activities deemed illegal, are in violation of the school’s discipline code, or put classmates or civilians at risk of harm while traveling to or from school will be disciplined in accordance with our policy. This includes areas within the Chicago Loop and adjacent neighborhoods. The expectation is for our students to represent themselves and our school in a positive manner. Students whose behavior threatens public safety and/or is disruptive to the school community will be disciplined according to our policy, even if the behavior occurs off campus or outside of school hours. Additionally, students have rights as citizens and are encouraged to report any violations of their rights to school authorities so that trips to and from school are enjoyable and safe.

All students must enter the building at 16 N. Wabash. Students must use the stairs to reach the 3rd floor, where they must report upon entering the school each day. Students will only be granted permission to use the Wabash elevators in the case of a documented medical exclusion clearly indicating inability to use the stairs. Students are only allowed to use the State Street entrance if accompanied by a parent for a scheduled parent meeting or hearing. Students MUST enter and exit the building QUIETLY and respect the personal space and property of building patrons.

**Policy on Students Visiting Local Businesses**
Students are responsible for all actions in and around the businesses within a 2-block radius of the Innovations High School Campus. Students MAY NOT visit stores within a 2-block radius of the school before school, during school, or after school. Any students found in non-compliance of rules outlined in the Student Parent Handbook regarding theft and or damage of property, inciting riot or
engaging in activities of a physical nature (violent and non-violent) will be subject to our discipline policy. **Students may not patronize the 7-Eleven at Madison and Wabash for any reason.**

### Trespassing Policy

As outlined in section (720 ILCS 5/21-5.5):

A person commits the offense of criminal trespass to a safe school zone when he or she knowingly:

1. Enters or remains in a safe school zone without lawful business, when as a student or employee, who has been suspended expelled, or dismissed for disrupting the orderly operation of the school, and as a condition of the suspension or dismissal has been denied access to the safe school zone for the period of the suspension or in the case of dismissal for a period not to exceed the term of expulsion, and has been served in person or by registered or certified mail, at the last address given by that person, with a written notice of the suspension or dismissal and condition; or

2. Enters or remains in a safe school zone without lawful business, once being served either in person or by registered or certified mail that his or her presence has been withdrawn by the school administrator, or his or her designee, and whose presence or acts interfere with, or whenever there is reasonable suspicion to believe, such person will disrupt the orderly operation, or the safety, or peaceful conduct of the school or school activities.

Student(s) who commit any violations described within the above policy shall receive reprimand associated with 3rd offense of Level III infractions.

### Field trips

During the school year, field trips such as visits to art exhibits or museums are scheduled. Field trips are an important part of the curriculum, college and career exploration, as well as the cultural component of our program. All Innovations’ rules are applicable to field trips regardless of location or event. Students are responsible for and subject to penalty of the law for any property damage and/or legal offenses they commit while on a field trip.

### Food and Drinks

Students are not allowed to leave the classroom to get food or drinks, nor are they allowed to eat or drink during class. No food or drinks are ever allowed outside of the lunchroom. Students may not bring in open containers of food or drink or ready-to-eat food (such as fast food).

### Smoking/Tobacco Use

IHS is a smoke-free environment. Students may not smoke in the building at any time, and may not smoke on the school’s campus (within a 2-block radius of the school) or on field trips. Students
may not smoke during emergency drills, lunch periods, breaks, or any other time during the school day. **Students caught engaged in smoking of any kind on campus (including, but not limited to cigarettes, marijuana, e-cigarettes, and vaping devices) will face a level III discipline code violation.**

**Lunch Policy**

Hot Breakfast and Lunch is served daily in the school cafeteria. Students who qualify may apply for the **free lunch program**. Other students may purchase the school lunch or bring their own lunches (ask lunch attendant for school lunch prices). **IHS is a closed-campus lunch facility.** Staff will monitor the lunchroom on a rotational basis.

**Closed Campus**

All students are on a closed campus. Students are not allowed to leave the building for any reason during lunch or any other period of the day. Violators will receive a level II violation for unauthorized leaving and re-entering school.

**Candy/Food Sales**

All candy/food sales are prohibited at school.

**Student Entrance & Elevator Use**

Students MUST use the Wabash entrance. Students must not at any time use any of the elevators in the building unless given explicit permission due to a documented injury or medical condition.

**Office Space**

Students must be accompanied by staff when in the offices reserved for teachers, office personnel, or administrators. No student should ever sit at a teacher’s desk unless that teacher has granted permission.

**Telephone Use/ Electronic Device Policy**

Students are not allowed to use electronic devices in classrooms or hallways. **Parents/guardians should not call a student’s cell phone during class time.** Students are only allowed to use their devices in the cafeteria during their scheduled breakfast and lunch periods. Outside of phone use during mealtimes in the cafeteria, all phone calls by and to a student must be made in the office, with permission from the Office Manager. Parents/guardians must call the office to contact their students. Unapproved use of electronic devices constitutes a Level I violation of the discipline code.

**Computers**
Students must obtain a teacher’s permission and be supervised by a staff member to use any computer in the school or the computer lab at any time. Any unauthorized computer usage will lead to disciplinary action.

**Guests**

Only the staff/students of Innovations are allowed into the building. If students have friends who wish to meet them at school, they must meet them outside of the building after school. Family or guardians who wish to stop by or drop off something at IHS should telephone first to make arrangements. Anyone with an appointment to visit the school must report immediately to the office upon entry. Any unauthorized personnel found in the building will be escorted out, detained and/or arrested.

Children are not allowed in any room in the building other than the main office or an approved counselor’s office. Students are not allowed to bring their children to school. If a student must bring their child to school the student is to remain in the office with the child and never leave their child unattended. Children are not allowed in the hallways or any classrooms. Staff is not responsible for watching, caring for, feeding, picking up or holding children. When visitors enter the school with children, they are to keep their children with them at all times and not allow anyone else in the building to care for them.

**Administering Medications**

Under no circumstances shall teachers or other non-administrative school employees, except certified school nurses, administer medication to students. The administration of medication to students during regular school and during school related activities should be discouraged unless absolutely necessary for the critical health and well being of the student. The minimum age for self-medication is 12 years of age, which means that all students at Innovations High School can self-administer. Students may self-administer medication under the following circumstances:

- The licensed physician submits a letter on the CPS medication form citing the need for medication, diagnosis and stated that the student has been taught and knows how to self-administer the prescribed medication.
- The principal and designated staff shall determine that the student’s mental and physical ability is sufficient to allow self-administration of prescribed medication.
- The parents of legal guardian must submit a letter stating that the student has permission to self-administer medication that is also signed by the student. In addition, parents/guardian must keep an updated emergency form, which will allow the school to keep parents informed
- An adult will passively monitor students who are approved by the principal for self-administration of medication.
- **All approved medication MUST be stored in a locked area in the office. Failure to turn in your medication could result in a level III violation.**

In case medication is needed during school hours (in case of emergency only), Parents should leave information obtained from the student’s licensed physician regarding:
- Student’s name, date of birth
• Diagnosis of condition requiring medication
• Name of medication, dosage, route of administration
• Frequency and time of administration
• Date prescription was filled and date of expiration
• Date medication is to be discontinued
• Side effects which might be observed
• Name, signature, and emergency telephone number of the physician
• Other medication child may be receiving at home.
• Certification that the physician has discussed the proper guidelines of self medication and the individual child understands and is capable of self administering the prescribed medication

All requests and physician’s orders are kept in the student’s health folder with a copy given to the principal. No non-prescription medication will be given to or administered to students by Innovations High School staff.

Unauthorized Internet Use
1. Users will not use the school’s network to access or download software from non-educational websites, particularly those blocked by the school’s network. These websites include, but are not limited to: social media, video sharing, music sites, proxy sites (such as HotSpot Shield) and retail sites.
2. Users will not use the school’s network to access, review, upload, download, store, print, post, receive, transmit or distribute OFFENSIVE information or materials:
   a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
   c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
   d. information or materials that could cause damage or danger of disruption to the educational process;
   e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

Plagiarism
Plagiarism is defined as the unauthorized use or close imitation of the language, thoughts, work, etc. of another author and representation of them as one’s original work without proper credit to the author. Plagiarism is a level I violation of the IHS Discipline Code. Students found guilty of plagiarism will not receive credit for the assignment. Repeated offenses will be addressed according to the IHS discipline policy.
Non-Violence Policy
Students are expected to respect fellow students, staff, and guests of Innovations. Physical violence and verbally abusive language is not acceptable. Verbal assault will result in suspension or dismissal. Battery will result in dismissal, and a police report will be made.

Hands Off Policy and Sexual Harassment
Students are to keep their hands off other students at all times. Disregard of this policy constitutes a Level II Violation. Sexual harassment is defined in this to include, but is not limited to, unwanted sexual advances, verbal or physical conduct of a sexual nature, visual forms of a sexual nature, or request for sexual favors. Physical contact of a sexual nature constitutes sexual harassment and is a Level III violation.

Dress Code
Students must be in compliance with the school dress code upon entering the school. Students should not enter the building with drug or alcohol smell on their clothing or in their belongings.

The following dress code is applicable to all students.
1. Clothes should be clean and neat.
2. Shorts and skirts: minimum length must reach the top of the knees.
3. Baggy style pants must be secured at the waist so that underwear does not show.
4. Shoes must be tied or securely closed at all times (no sandals, flip flops, slippers/house shoes, etc.).
5. No hats, do-rags, or other head coverings should be worn by either male/female.
6. No gang paraphernalia.
7. Pants must be beige khaki pants. No jeans, sweatpants, leggings, corduroys, or ripped khakis.
8. IHS uniform shirts should not be altered in any way.

Dress code is: Males--Beige khaki pants, official school shirt (purchased from school), and school ID.
Females--Beige khaki pants, official school shirt (purchased from school), and school issued ID.

IHS provides official shirts for purchase ($15 each); however, pants must be purchased outside of school. No grades or transcripts will be given until all fees are paid. No outer garments may cover the uniform shirt, with the exception of the IHS cardigan. No sweaters or jackets (other than the IHS cardigan) may be worn inside the building during school hours.

Out of Uniform Policy
Students may not be in the building when out of uniform.

POLICE NOTIFICATION
School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency
School administrators have the responsibility to call 911 in situations they determine to be emergencies. When a student’s misconduct amounts to a criminal act or poses danger to the health, safety or welfare of other students and staff at a campus, it may be necessary and appropriate to contact the Chicago Police Department (CPD) and to seek their assistance. If a student engages in such behavior, a campus official must contact the CPD. Whenever the campus notifies the police during an emergency concerning student misconduct, the campus must also immediately make a reasonable effort to contact the parent/guardian of that student.

There are other inappropriate behaviors by students, not listed in the Policy, that require the campus administrator to assess the nature of the misconduct and the extent to which the health, safety or welfare of other persons are placed in danger by a student’s actions. In those instances, the administrator must make a judgment call as to whether contacting CPD is appropriate. Campus officials should consider whether the misconduct is particularly egregious and/or the student persists in misconduct after being told to cease such behavior and continues to endanger the health, safety or welfare of others.

The discretionary exercise of a campus official’s authority to notify the CPD should involve the consideration of a variety of factors. Those factors include, but are not limited to:
- The age of the student engaging in misconduct;
- The extent to which the student acted intentionally or recklessly;
- Whether the student has received prior warnings; and
- Whether the student’s misconduct is specifically intended to cause others physical harm or endanger the health, safety or welfare of others (notify police if student has an IEP).

Once school staff contacts CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student’s behavior.
**Discipline Code**

This code will allow parents and students to know in advance the consequences of specific acts of misconduct. The Code divides violations into three categories according to their severity. Level III violations of school rules as well as violations of state and federal laws and city ordinances can result in reassignment hearing and/or dismissal. In regards to Level III violations, IHS administration has the right to contact C.P.D. at their own discretion when applicable.

*Level I Violations*
- Eating in class, displaying food/drink in class
- Sitting on top of tables
- Use of inappropriate language in/outside of class (i.e. in hallway, bathroom, on field trips)
- Unapproved use of headphones in class
- Late to class
- Sleeping in class
- Refusing to do classwork
- Accessing unauthorized computer internet sites of a non-offensive nature
- Unapproved use of cell phone/electronic device
- Disrupting class instruction
- Exhibiting inappropriate noise level (above conversation level) on campus, including but not limited to upon exiting through the building lobby
- Cheating on an exam or quiz
- Plagiarism (see policy on Plagiarism)

*Level II Violations:*
- Repeated instances of level I violations (4 or more)
- Destruction of school property
- Unapproved use of the elevators
- Throwing objects in class
- Blatant disrespect to staff and/or repeated disregard of staff’s directions
- Blatantly disrespectful to another student
- Verbal/Physical contact with another student of a nonviolent/non-sexual nature (horseplay)
- Disruptive behavior during emergency drills
- Unauthorized soliciting on school campus during school hours
- Gambling (participating in), or in the presence (spectating) of gambling
- Possession of drug paraphernalia (classification of items that could be utilized as drug paraphernalia is up to discretion of IHS administrators).
- Accessing unauthorized computer internet sites of an offensive nature (see unauthorized internet use policy)
- Leaving class without permission/cutting class

*Level III Violations:*
- Repeated incidents of level II violations (4 or more)
- Sexual harassment of student or staff
- Indecent exposure
- Forgery of a school document or other official document
- Interfering with any Disciplinary action
- Refusing or avoiding to be searched
- Unapproved leaving and re-entering during school hours
- Possession, use, sale, distribution or under the influence of alcohol, illegal drugs, unapproved prescription medication, or over-the-counter medication.
- Smoking on campus of any kind (see description in policy above)
- Actively observing or participating in a transaction of alcohol, illegal drugs, prescription medication, or over-the-counter medication
- Causing or threatening staff/student with bodily or emotional harm
- Possession, use, sale, distribution of weapon
- Theft of any kind on school campus
- Real or false terrorist or bomb threats, fire threats, pulling fire alarms, or causing or exciting panic in the school
- Bullying (repeated harassing, intimidating and/or causing emotional harm to another student or staff)
- Cyber-Bullying (using internet or other digital/electronic means to harass, intimidate and/or cause emotional harm to another student or staff)
- Gang activity
- Using a cell phone or other recording device to record and/or upload photos or video of activities at the school without staff permission
- Accessing unauthorized areas of the school campus

**Suspension & Reassignment Policy**

Suspended students receive class work and homework assignments for equivalent credit. They are afforded the right to take statewide assessments, and specialized support services will be provided, if applicable.

Reassigned students cannot return to the school premises or attend school activities. Reassigned students may petition for readmittance via discipline hearing after student has sat out one full semester. Reassigned students may have the option of transferring to another YCCS campus (see Office of The Dean of Students for more information). Students have the right to appeal suspension and reassignment determinations by petitioning the Office of the Dean of Students and following instructions given. All suspensions and reassignments must be approved by the Principal or Assistant Principal.
Administration may exercise discretion in implementing the Discipline chart.

### Detention
Detention activities will focus on restorative techniques that reinforce positive behavior through written and verbal reflection.

### Corrective and Preventative Action Plan (CAPA)
CAPA stands for Corrective And Preventive Action plan. CAPAs are a part of the Innovations High School (IHS) restorative justice program and serve as an agreement between the student/parent/guardian and the school. Students are given a CAPA when they fail to comply with the IHS discipline policy after several warnings and reprimands, and upon returning from out of school suspensions. CAPAs are designed to correct undesired or unacceptable behavior and replace them with actions more conducive to a successful learning experience and environment.

<table>
<thead>
<tr>
<th>Offense</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>Verbal warning</td>
<td>Detention</td>
<td>3 day Out of School Suspension &amp; Reintegration Meeting</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Written warning</td>
<td>Parent Conference</td>
<td>4 day Out of School Suspension, Parent Conference &amp; CAPA</td>
</tr>
<tr>
<td>Third Offense</td>
<td>Verbal &amp; written warning &amp; staff phone call to parent</td>
<td>1-2 day Out of School Suspension</td>
<td>Reassignment Determination</td>
</tr>
<tr>
<td>Fourth Offense</td>
<td>Administrator/Student/Parent conference</td>
<td>2-3 day Out of School Suspension</td>
<td></td>
</tr>
</tbody>
</table>
CAPAs outline the student’s areas of improvement to help prevent potential issues from recurring or arising. Students will learn replacement ways of dealing with the presenting problem via school staff or school third party referral programs. The student is to meet with their Advisor weekly to discuss their compliance with their CAPA and the Dean’s Department monthly for a CAPA evaluation. If the student remains in compliance with his/her CAPA, the student will be taken off the contract and rewarded for their progression. If the student does not stay in compliance with their CAPA, the student will be reassigned to another school within Youth Connection Charter School (YCCS) network.

School officials at Innovations will not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

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

**Bullying and School Violence Policy**

I. Purpose
The purpose of this bullying and school violence policy is to ensure that Illinois schools create positive conditions for learning and development that support the academic, social and emotional well-being of all students.

II. Policy Statement
In this school, in line with the Illinois School Prevention Act (105 ILCS 5/27-23.7 et seq.), bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited.

Any student or students who engage in bullying or school violence will be subject to a range of consequences, including educational and behavioral consequences. Unless an incident involves serious harm or the threat of serious harm to a person or persons, involving law enforcement should be the course of last resort. School personnel must immediately intervene in bullying and school violence.

III. Bullying Defined
Bullying is any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
(1) placing the student or students in reasonable fear of harm to the student or student’s person or property;
(2) causing a substantially detrimental effect on the student’s or students’ physical or mental health;
(3) substantially interfering with the student’s or students’ academic performance; OR
(4) substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

**AND** occurs at one or more of the following times or places:
(1) during any school-sponsored education program or activity; while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; OR through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

(2) Examples of bullying include harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Behavior not listed here may also constitute bullying.

**Policy on Supporting Transgender and Gender Nonconforming Students**

It is the goal of Innovations High School to create a learning environment in its school community where students are protected from bullying, discrimination, and harassment. Therefore, it is our responsibility to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with pertinent resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity should be reported to staff immediately and will be handled in accordance with the school's Anti-Bullying policy, the Non-Discrimination, Title IX and Sexual Harassment Policy and the Student Code of Conduct. If a student or parent/guardian needs additional supports and/or accommodations please contact school administration. Students and parents/guardians may request a complete copy of the school's "Guidelines Regarding the Support of Transgender and Gender Nonconforming Students" at any time.

**Suicide Prevention**

Innovations High School follows a detailed protocol when responding to suicidal behaviors. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
Innovations High School’s Jim Stone Scholarship Award

This program is set up to reward selected Innovations students by awarding them a $500 yearly scholarship. This scholarship is distributed quarterly in $125 allotments. As this program emphasizes scholastic achievement, leadership and vocational skills, it is requested that the students use this fund to support any educational and occupational needs that they may have. Students that receive this award may continue to be a recipient each year, for up to two years after graduation, as long as they continue to meet the program requirements.

The program requirements are as follows:

- Students interested in being selected to be in the scholarship program must submit an application no later than one month after each quarter begins.

- Each student must show academic excellence by achieving a 3.0 or higher GPA.

- Each student must participate in job readiness programming or actively hold a job while in the program.

- Each student must actively demonstrate leadership ability within the school or community.

- Each student must maintain excellent attendance and be in good standing with the Deans’ department. Students in the program should have no major disciplinary infractions; this includes level II and level III violations and suspensions for any reason.

- All Innovations graduates in the scholarship program must be actively enrolled in a college, university or trade school, and/or hold a steady job.

- All Innovations graduates in the scholarship program must return after graduation to provide mentoring, tutoring, or some alumni service to the current student body. This must be done at least once every quarter.

- Students who have more than one (1) work study class will not be eligible for work study in that qualifying quarter. The Jim Stone Scholarship is for excellence in academic classes; work study does not qualify.

- In order to assist students with completing the FAFSA application in a timely fashion, all seniors must complete the FAFSA by the end of January each year. Students may use tax returns from the previous filing period and make corrections later if needed to reflect updates in parental income. This must be done in order for seniors to receive Quarter 3 schedules, and in order for January graduates to be considered as graduates.
• Post-secondary plans must be completed prior to graduation. Students will be given several opportunities to complete their plans (in appointments during class time, during lunch, after school).

YCCS OVERVIEW OF THE STUDENT DISCIPLINE PROCESS
Step 1: Campus Officials Investigate

❖ The Principal or his/her designee should talk to all students, teachers, campus personnel and other witnesses to the incident.

❖ The investigation may necessitate a search of the student’s locker, desk or personal belongings. A search should be conducted only if necessary and any search that is conducted shall be performed in compliance with YCCS Search Policy, Procedures for Search, Seizure and the Use of Metal Detectors. Employees, contractors, volunteers and school officials are prohibited from conducting strip searches and washroom searches.

Step 2: Campus Affords Student Due Process

❖ The campus official should assess the information gathered through the investigation, determine whether the student’s behavior falls within the scope of the Policy, identify the student’s misconduct among the list of inappropriate behaviors and determine whether the student’s behavior should be addressed by the Policy.

❖ If the Policy applies, the campus official should inform the student of the allegation(s) being made and the range of sanctions the student faces. The student must have an opportunity to respond to the charges by letting the student tell his/her side of the story. The campus official should make a reasonable effort to contact the parent to alert him/her to what is happening before any sanction is enacted. No disciplinary action may be taken against a student before the student has been afforded the opportunity to respond to the allegations.

❖ Avoid consequences that will remove the student from class and 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. When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of a future inappropriate behavior. Schools may only use out-school-suspensions when other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student’s presence in the school (1) poses a threat to the safety of other students, staff, or the school community, OR (2) substantially disrupts the operation of the school.

❖ If necessary, and only after a reasonable effort has been made to contact the student’s parent/guardian, the Chicago Police Department should be notified. However, at no time should the safety of students and/or staff be compromised to adhere to this provision.

❖ Follow the special procedures contained in the Additional Resources section for students with disabilities and student with Section 504 Plans.
Campus administrators will inform the student and parent(s)/guardian(s) that they have the right to appeal the disciplinary decision.

Step 3: Fill Out the Necessary Paperwork

- The administrator must complete an official Misconduct Report for ALL inappropriate behaviors under the Policy (Groups 1-6). See appendix, ex. A for sample Misconduct Report.
- A copy of the Misconduct Report must be sent to YCCS within 48 hours.
- A copy of the Misconduct Report must be sent home to the parent/guardian via certified mail or hand delivered to the parent or guardian.

Step 4: Discipline According to the Policy

- Any disciplinary action taken against a student must conform to the interventions or consequences outlined in the Policy.
- Suspensions may not exceed 10 days for one incident for any reason. **Suspension days are excused absences.**

- Parents must be notified of the suspension on the same day the suspension is being applied. A letter must be sent home via certified mail within 24 hours of the suspension explaining the reason for the suspension and other appropriate and available behavioral disciplinary interventions exhausted. This letter should also explain how the student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community or substantially disrupt, impede or interfere with the operation of the school.

- Students may not attend campus-sponsored events and are not allowed on campus grounds during the time of the suspension. They must be allowed to return for statewide assessment testing periods unless the student is available to take the tests during a scheduled make-up testing period.

- Students must be assigned homework during in-School or off-campus suspension and must be given the opportunity to make up in-class tests or quizzes for equivalent academic credit given during the period of suspension.

Step 5: Expulsion or Alternative Placement/Reassignment Hearings (For Groups 5 and 6 ONLY)

- If a student's misconduct falls within Group 5 and is the student's first occurrence of Group 5 misconduct, the campus retains the discretion to refer a student for expulsion or disciplinary reassignment to another campus. If the campus makes a decision to pursue an expulsion they should (1) detail the specific reasons why removing the student from the school is in the best interest; (2) provide a rationale with respect to the specific duration of time for the expulsion and (3) document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions. The decision to expel or reassign must be approved by YCCS Assistant Director or designee.

- If a student's misconduct falls within the Group 6 Category or if a student's misconduct is the second occurrence of misconduct that falls within the Group 5 Category within a ten month period, a hearing must be held prior to a student's expulsion or issuance of any other sanction that results in a student's disciplinary reassignment.
If a Student is expelled from YCCS, the CPS Department of Student Adjudication must be notified to determine appropriate placement for the student per the Chicago Board of Education’s Policy on Enrollment and Transfer of Students in the Chicago Public Schools. (Policy Manual Section 702.1at section 1.F.2.). The campus should make every effort to facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from alternative school settings.

For additional information about Expulsion or Disciplinary Reassignment Hearings, see Appendix, Ex. D, Expulsion Hearing, Emergency, and Alternative Placement guidelines.

**Step 6: Appeals**

- If a student, parent, or guardian feels that the intervention or consequence for misconduct is unwarranted or excessive, he or she has the right to ask the principal to review the consequence and to reconsider the decision.

- In the event that a parent, guardian or student (emancipated adult) wishes to appeal a principal’s decision to suspend or refer a student for expulsion, he or she must appeal in writing to the YCCS Assistant Director or designee.

- The campus will submit summary statements to YCCS within 5 days of the due process hearing. YCCS will determine if there has been a violation of the YCCS student discipline policy and if due process has been followed.

- Any appeal of the YCCS Assistant Director determination of a student’s expulsion must be made in writing and send, along with any additional evidence not available at the time of expulsion, to the YCCS Board of Directors. The YCCS Board of Directors or designee’s decision regarding the appeal shall be final.

- The term of a student’s suspension or expulsion is not halted by an appeal to the YCCS Assistant Director or the YCCS Board of Directors.

**PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS**

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

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1 All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.
When school officials anticipate a referral for expulsion, the following apply:

1. The School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. The 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. The student should not receive an academic punishment for behavioral violations. The student has the right to response to allegations prior to suspension. The consequences being administered should be in proportion to the offense committed.

If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.
Innovations High School
School Holidays and Other Important Dates
2019-2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September 3rd</td>
<td>First day of school</td>
</tr>
<tr>
<td>October 9th</td>
<td>Phoenix Family Day 2:00-5:00 p.m.</td>
</tr>
<tr>
<td>October 14th</td>
<td>Indigenous People’s Day Holiday (No Classes)</td>
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<tr>
<td>November 7th</td>
<td>Last day of 1st quarter</td>
</tr>
<tr>
<td>November 8th</td>
<td>Professional Development Day (No Classes)</td>
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<tr>
<td>November 11th</td>
<td>Veterans’ Day (No Classes)</td>
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<tr>
<td>November 14th</td>
<td>Report Card Pickup/Parent Teacher Conferences (No Classes)</td>
</tr>
<tr>
<td>November 27th - 29th</td>
<td>Thanksgiving Holiday (No Classes)</td>
</tr>
<tr>
<td>December 18th</td>
<td>Phoenix Family Day 2:00-5:00 p.m.</td>
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<tr>
<td>December 23rd - Jan. 5th</td>
<td>Holiday Break (No Classes)</td>
</tr>
<tr>
<td>January 20th</td>
<td>Dr. Martin Luther King, Jr. Holiday (No Classes)</td>
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<tr>
<td>January 30th</td>
<td>Last Day of 2nd Quarter</td>
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<tr>
<td>January 31st</td>
<td>Professional Development Day (No Classes)</td>
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<tr>
<td>February 12th</td>
<td>Lincoln’s Birthday (No Classes)</td>
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<tr>
<td>February 17th</td>
<td>Presidents’ Day (No Classes)</td>
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<tr>
<td>March 2nd</td>
<td>Pulaski Day (No Classes)</td>
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<tr>
<td>March 11th</td>
<td>Phoenix Family Day 2:00-5:00 p.m.</td>
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<tr>
<td>April 6th - 10th</td>
<td>Spring Break (No Classes)</td>
</tr>
<tr>
<td>April 16th</td>
<td>Last day of 3rd Quarter</td>
</tr>
<tr>
<td>April 17th</td>
<td>Professional Development Day (No Classes)</td>
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<tr>
<td>April 23rd</td>
<td>Report Card Pickup/Parent Teacher Conferences (No Classes)</td>
</tr>
<tr>
<td>May 25th</td>
<td>Memorial Day (No Classes)</td>
</tr>
<tr>
<td>May 27th</td>
<td>Phoenix Family Day 2:00-5:00 p.m.</td>
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<tr>
<td>June 16th</td>
<td>Last day of 4th quarter, Senior Luncheon*</td>
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<tr>
<td>June 17th</td>
<td>Graduation Day*</td>
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</tbody>
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*Tentative*