

STUDENT & PARENT HANDBOOK 2024-2025

Updated July 2024



INNOVATIONS HIGH SCHOOL

Student/Parent Handbook 2024-2025

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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 the 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!

Mission Statement

We inspire, motivate, and empower life long learning through a competency based, vision forward school community that supports critical thinking and self sufficiency in an ever changing world.

Vision Statement

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

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 Scholars and high school dropouts to graduate and become productive members of society. Please call [312-328-0799](tel: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 Scholars have unlimited potential and can rise to meet higher standards through higher expectations. We dedicate ourselves to the preparation of our Scholars 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

Personal Development, Intelligent Creative Expression, Social Responsibility And Scholastic Excellence (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 Scholars are treated fairly during enrollment.

Enrollment

All Scholars 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, Scholars must obtain 18 credits by the end of their senior academic year, along with completing all of their required courses through our academy system.
- Scholars 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 Health/immunization records
- Emergency contact form Lunch application form
- Medical Information Form Birth Certificate
- Proof of address 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 Scholars, neighborhood youth, and siblings of Scholars currently enrolled. Scholars who have reached the age of 21 before the beginning of the academic year may not enroll in YCCS. Likewise, Scholars 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. IHS has an open enrollment policy until the last 4 weeks of each quarter. After that point, Scholars will be enrolled for the following quarter (or the following school year, if attempting to enroll within the last 4 weeks of the school year).

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 lists 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 Scholars 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. Scholars must have supplies every day that they are in school (i.e. pens, paper, notebooks, pencils, etc.)

Instructional Program

Our learning schedule will allow Scholars to attend school in person five days per week. When attending school in person, Scholars will be released at 1:58 p.m. each day. Scholars who would like to stay on campus for the afternoon to participate in clubs and/or in-person office hours will have the ability to sign up to do so.

24-25 IHS Class Schedule

Monday-Thursday					
1st Period	8:00-9:00	1st Period	8:00-9:00	1st Period	8:00-9:00
2nd Period	9:02-10:02	2nd Period	9:02-10:02	2nd Period	9:02-10:02
Advisory (3A)	10:04-10:34	3rd Period	10:04-11:04	3rd Period	10:04-11:04
Lunch (3B)	10:36-11:06	Lunch	11:06-11:36	4th period	11:06-12:06
3rd Period (4)	11:08-12:08	Advisory	11:38-12:08	Lunch	12:08-12:38
4th Period	12:10-1:10	4th Period	12:10-1:10	Advisory	12:40-1:10
5th Period	1:12-2:12	5th Period	1:12-2:12	5th Period	1:12-2:12

Friday Schedule					
1st Period/Advisory	8:00-8:29	1st Period/Advisory	8:00-8:29	1st Period/Advisory	8:00-8:29
2nd Period	8:31-9:16	2nd Period	8:31-9:16	2nd Period	8:31-9:16
3rd Period	9:18-10:03	3rd Period	9:18-10:03	3rd Period	9:18-10:03
4A Lunch	10:05-10:35	4th Period	10:05-10:50	4th Period	10:05-10:50
4B Period	10:37-11:22	4B Lunch	10:52-11:22	5th Period	10:52-11:37
5B Period	11:24-12:09	5B Period	11:24-12:09	5A Lunch	11:30-12:09

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 questions, call (312) 999-9360 or visit www.innovationshs.org.

Extended Learning Opportunities Program (PLO)

The Extended Learning Opportunities Program (ELOP) provides funding for school enrichment programs that are aligned with our curriculum for all Innovation Scholars. ELOP provides personalized learning options for all scholars. “Extended learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. Personalized learning options are available on a case by case basis and are individualized based on scholar needs and barriers.

Innovations’ “4Q” Academies

Upon enrollment, Scholars 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, Scholars must demonstrate competency in all identified competencies within each course as well as through two interdisciplinary projects. Scholars 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, 3 credits in English, 2 credits in math (including 1 in Algebra), 1 credit in social science, and 2 credits in Science.

Year 1

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, Scholars will complete the following courses, along with two interdisciplinary, arts-integrated projects:

Health & Fitness **Forensic Science**
Algebra **English I**
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 Scholars’ ability to effectively communicate and innovatively express themselves in a variety of settings and experiences.

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

Media Arts **English II**
Art (Visual) **Math II**
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

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

Year 2

Social Responsibility (S.R.) Academy

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

Civics African American History **Math III**
Science/STEAM **English III**
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, Scholars will complete the following courses, along with two interdisciplinary, arts-integrated projects. Scholars will also complete all remaining graduation requirements in this academy.

US History **English IV**
Math IV **Workforce Prep**
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

Innovations High School's Jim Stone Scholarship Award

This program is a set up to reward selected Innovations Scholars 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 Scholars use this fund to support any educational and occupational needs that they may have. Scholars 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:

- Scholars 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 quarterly GPA.
- Each student must participate in a job readiness program 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. Scholars 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 mandatory service work must be completed at least once every quarter.
- Scholars 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.
- All Naviance requirements must be completed in order for Scholars to receive their scholarship funds.

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 Scholars to make meaningful connections between concepts learned in different subject areas.

Academic Enrichment Plan (AEP)

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

FuelEd (PEAK) Program

FuelEd/PEAK is an online program that provides self-paced courses taught by an online instructor and facilitated by an in-class mentor.

Attendance policy

Absences

The attendance goal for Scholars at IHS is 80% or higher. Therefore, Scholars should not be absent more than four days in a twenty (20) day school month. Scholars 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 Scholars 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

Scholars 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. Regardless of a student's age, the student's parent or guardian will be contacted.

Tardies

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

Progress Reports

Scholars 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 participate, but **parents of Scholars who are indicated as not yet competent in one or more classes are required to participate.**

Homework

Scholars will receive a syllabus that details the homework policy for each class. Scholars 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 Scholars 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 three times per year. The STAR results are utilized for course placement, obtaining skill diagnostics, and for measuring growth throughout the school year. Scholars 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 Scholars to demonstrate competency on designated performance indicators before moving on to the next level. Scholars are given opportunities to demonstrate competency in various ways. The curriculum is designed with personalized learning in mind.

Philosophies of Grading

Scholars will have multiple opportunities & ways to demonstrate what they know and can do. Academic knowledge & habits of mind are both important for Scholars 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:

Assessment Grading Scale	
Rubric Proficiency Levels	Proficiency Descriptions
4	Highly Competent
3	Competent
2	Developing Competency
1	Emerging Competency
Insufficient Evidence	The student has not submitted work to be assessed.
Insufficient Evidence	The competency/indicator has not been assessed.

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 Scholars 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*:

Course Grading Scale		
Proficiency Levels	Proficiency Descriptions: Grading Course and Learning Scale	
3.6-4.0 A	Highly Competent	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.
3.2-3.5 B	Competent	The student demonstrates proficiency within the performance standards for the subject, course or project level concepts and skills with accuracy, quality and independence.
2.8-3.1 C	Competent	The student demonstrates progress within the proficiency standards of performance for the subject, course or project of grade level knowledge, skills and concepts.
2.0-2.7 NC	Not Yet Competent	The student demonstrates minimal effort towards proficiency standards of the project, course, or project.
0-1.99 NE	Insufficient Evidence	The student has not submitted a sufficient amount of work to determine his/her level of competency.

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

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 Scholars “exhibit” what they have learned and demonstrate to what degree they have achieved the expected competencies. Scholars’ exhibitions are assessed using subject level exhibitions 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

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performance indicators and/or habits of mind identified for a particular course. Progress reports will be generated and distributed to Scholars and guardians every 5 weeks.

Inquiry Based Learning

Inquiry Based Learning is a hands-on teaching and learning approach that invites Scholars 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.)

Grade Level Information/Promotion Criteria

Grade level is measured by the number of credits a student enters with and earns toward graduation.

Junior 0-10.75

Senior 11+ credits

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

Scholars 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 Scholars on track to graduate, Scholars 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 Scholars 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 Scholars to earn credits in the following areas through our academy system:

- 4 English (Including Senior Portfolio Course, which includes the Computer Literacy Requirement)
- 3 Math (must include 1 credit in Algebra & 1 credit including Consumer Ed content)
- 2 Science (must include 2 years/credits of Laboratory Science)
- 2 Social Studies (must include 1 credit of US History, one semester of Civics or a course integrating Civics)
- 1 year selected from art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate).
- 1 Credit in Workforce Prep (which includes the minimum of 9 weeks Consumer Education requirement)
- .5 Health or P.E.
- 4.5 Electives, which can include any additional courses from the subjects listed above

Total = Minimum of 18 credits

Additional requirements:

- Take the ACT 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
- Completion of the Free Application for Federal Student Aid (FAFSA)

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Senior Portfolio

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

Valedictorian and Salutatorian Eligibility

Scholars 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

Locker usage is mandatory for Innovations High School Scholars in efforts to maintain a safe environment. All Scholars are assigned individual combination lockers to store their coats, book bags, and other personal items. It is the student's responsibility to keep their locker combination private and not give the combination out or allow other Scholars to store items in their lockers. Scholars are not allowed to bring their own locks for the lockers. Any unauthorized locks will be cut off by IHS staff. Scholars are advised to keep personal valuables (wallets, purses, money) in their 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.

Scholars 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 the property of IHS and are 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 Scholars 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.

Items Not Allowed in School (not returned to Scholars when confiscated)

Lighters

Vape Pens/E-Cigs

Drugs and drug paraphernalia (baggies, scales, labels, etc)

Alcohol

Unapproved Medications

Unassigned Medications

Weapons and anything that can be used as a weapon (guns, knives, tasers and brass knuckles, etc.)

Items Confiscated and Returned to Student at End of School Day

Rat tail combs

Approved Medications

Pepper Spray

Permanent Markers

Identification Card (ID Cards)

- To ensure the safety of all Scholars at IHS and to prevent trespassers from entering the building, CPS requires all Scholars 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 Scholars will be issued a photo ID card at the beginning of the school year.
- These cards must be worn 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.
- Scholars are to present their ID cards to any staff member upon request. Failure to do so will result in disciplinary action.
- Scholars will be subject to disciplinary action for placing false information on or defacing their ID cards.

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 costs, supplies, and materials:

2024-2025 Itemized Student Fees

Cost	Fee Description
\$50.00	Administrative/overhead costs (student records keeping; administration of student fees)

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\$5.00	Student CTA reduced bus card
\$40.00	(2) Uniform shirts
\$75.00	Instructional materials
\$5.00	Student ID Card (replacement fee of \$15)
\$75.00	Student Activities: (supplies & materials for monthly incentives, awards, and field trips.)
Total: \$ 250.00	

***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).**

**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.*

Requirements for Participation in Extracurricular Activities

Extracurricular activities are a major part of life at Innovations. They include, but are not limited to, Student Council, Sports Teams, Young Environmentalists Club, College & Career Club, Rap Game Club, Forensics Club, and Poetry Team. Team and Club participants are expected to meet the following minimum guidelines, and may be excluded from scheduled activities if attendance, grades and/or behavior do not meet these standards:

- 80% attendance
- Passing all scheduled classes.
- In good standing with the school and approval from the Discipline Office (Dean of Scholars)

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 and or remotely.

Innovations High School challenges its Scholars to strive for excellence, thus it is important for Scholars 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 addresses and telephone numbers with the front desk staff.**

Sharing Information with Parents

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

Parents can also be granted access to Google Classrooms to obtain grade reports and assignment information.

In order to create and maintain a safe environment for all Scholars, staff are not permitted to discuss or disclose a student's gender identity or transgender status without a student's permission (or unless authorized by CPS law).

PowerSchool, FuelEd, and Emails

Parents can access their Scholars' grade and attendance records at any time by visiting PowerSchool: <https://yccs.powerschool.com/public/>. Please contact a Registrar or Administrator for PowerSchool login information. Parents whose Scholars 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 Scholars of important announcements, updates, and events. Innovations/CIRCLE Foundation will use your contact information to support our enrollment and communication protocols to better serve our Scholars.

IHS Code of Conduct

IHS is aligned with the Youth Connection Charter School Discipline Code of Conduct. However, IHS has tailored specific formal restorative interventions and meaningful accountability strategies to ensure a safe learning environment that allows all Scholars to flourish.

IHS believes that all Scholars have a right to a safe and healthy school environment. The school community as a whole has an obligation to promote mutual respect and tolerance while cultivating acceptance and understanding in all Scholars and staff while continuing to build the school's capacity to maintain a safe and healthy learning environment.

IHS School-Wide Norms

IHS School-Wide norms apply to all Scholars and staff at all times of the day and acts as a guide for consistent and meaningful engagement while strengthening the school community through relationship building. These norms apply to the entire IHS school community and are subject to be

revised based on the needs of the school community along with notification of revisions to all IHS Scholars and staff.

- **Be Respectful to the entire IHS Community and all of its members with our words and actions.**
- **Arrive on time to school, dressed as a scholar, and be ready to learn.**
- **Only use technology during approved times by an IHS staff member.**
- **Accept mistakes and errors as learning opportunities.**
- **Actively participate in the school community and advocate for themselves and others.**

The IHS Code of Conduct applies to Scholars 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. This code of conduct also applies to student behavior outside of school if: (1) a student incurs a level II or III infraction, and/or (2) the behavior disrupts or has the potential to disrupt the learning environment, at the school or facility where the disruption occurs. In other words, inappropriate or offensive student behavior that does not reflect IHS Code of Conduct, on or off school campus, may and can be subject to formal restorative intervention. This includes offensive behavior(s) that interferes with the learning process either at the school or facility in question. Additionally, inappropriate or offensive displays of behavior on any social media platform that disrupts the learning process or school community will be subject to restorative intervention.

SCOPE OF THE STUDENT CODE OF CONDUCT

The IHS Code of Conduct is not intended to address the entire scope of student misconduct that may occur on or off IHS campuses. Instead, the Policy outlines a range of appropriate responses for certain inappropriate behaviors. Campus administrators retain the discretion to address student offenses that are not specifically included in the Policy. **However, poor academic achievement is not a behavioral offense. Therefore, the Policy is not used to discipline Scholars for poor academic progress.**

Conduct To and From School

Scholars at IHS are expected to conduct themselves in a manner in accordance with the IHS Code of Conduct. When Scholars are in common areas of the building, on the street or on public transportation, Scholars are in the public eye and citizens are fully aware of all IHS Scholars. Scholars 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. **Scholars must keep in mind that the school campus includes the entire downtown area.**

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

Policy on Scholars Visiting Local Businesses

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

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 the 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. Scholars 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

Scholars 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. Scholars may not bring in open containers of food or drink or ready-to-eat food (such as fast food). No glass bottles will be allowed in the building, if a student brings juice in a glass bottle it will be held until dismissal.

Smoking/Tobacco Use

IHS is a smoke-free environment. Scholars 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. Scholars may not smoke during emergency drills, lunch periods, breaks, or any other time during the school day. **Scholars caught engaging 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. Scholars who qualify may apply for the **free lunch program**. Other Scholars may purchase the school lunch or bring their own lunches. **IHS is a closed-campus lunch facility.** Staff will monitor the lunchroom on a rotational basis.

Closed Campus

All Scholars are on a closed campus. Scholars are not allowed to leave the building for any reason during lunch or any other period of the day. Any unauthorized leaving and re-entering of school constitutes a level III violation.

Candy/Food Sales

All candy/food sales are prohibited at school.

Student Entrance & Elevator Use

Scholars **MUST** use the Wabash entrance. Scholars 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

Scholars 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

Scholars are not allowed to use electronic devices in classrooms or hallways during instructional time. Parents/guardians should not call a student's cell phone during class time. Scholars 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 Scholars. Unapproved use of electronic devices constitutes a Level I violation of the discipline code. Teachers and staff will use electronic devices to enhance the educational experience of all Scholars.

Computers

Scholars 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.

Acceptable Use Policy

Please reference our [Acceptable Use Policy](#) for guidance on student technology use and communication between Scholars and staff.

Guests/Visitors

Only the staff/Scholars of Innovations are allowed into the building. As a safety precaution, Scholars are not allowed to have guests and/or visitors meet them on school grounds unless arranged and authorized by an administrator. Parents or guardians who wish to stop by or drop off something at IHS should call in advance to make arrangements and receive clearance from an administrator and **MUST have a valid photo ID** to be on IHS school grounds/property. Anyone with an appointment to visit the school must report immediately to the IHS main office to properly sign in and receive a guest/visitor pass upon entry. Any unauthorized personnel found in the building and/or on school grounds will be escorted out, detained and/or arrested. Scholars that fail to adhere to the IHS guests/visitors policy will be subjected to disciplinary action.

Children are not allowed in any room in the building other than the main office or an approved

counselor's office. Scholars 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 Scholars. The administration of medication to Scholars 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 Scholars at Innovations High School can self-administer. Scholars 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 stating 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 parent or 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 Scholars 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 a 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 a student 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 Scholars by Innovations High School staff.

Opioid Antagonist (Narcan)

The Illinois House Bill 3428 amends Public Act 103-0348 (School Code) and requires that a school district, public school, charter school, or nonpublic school shall maintain a supply of an opioid antagonist

- Narcan supply is required to be stored in the main office of every school building.
- Narcan must be stored in an unlocked location inaccessible to students and/or visually monitored by an adult during the normal school day.
- CPS will coordinate with schools to replenish Narcan supply and redistribute kits 3-6 months from expiration to local harm reduction organizations.
- All staff are required to complete the Overdose Prevention and Narcan Administration training (23 minutes), on Safe Schools by March 1 of each year.
- Only trained staff are authorized to administer Narcan in an emergency.
- Schools are required to complete an internal Google reporting form within 24 hours of an incident where Narcan is administered.
- The staff member who administered Narcan must complete the Google form and notify school leadership.

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 the representation of them as one's original work without proper credit to the

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author. Plagiarism is a level I violation of the IHS Discipline Code. Scholars found guilty of plagiarism will not receive credit for the assignment. Repeated offenses will be addressed according to the IHS discipline policy.

Artificial Intelligence Policy (A.I.)

Innovations High School leverages AI to enhance personalized learning, improve academic outcomes, and support educators in meeting diverse student needs.

1. Compliance

AI use must comply with school policies, including privacy, security, and academic integrity, aligning with ethical practices and legal requirements.

2. Promote AI Literacy

Educational programs will ensure students, faculty, and staff understand AI capabilities, limitations, and ethical considerations, empowering responsible use.

3. Balance Benefits and Risks

AI will enhance educational opportunities and administrative processes while addressing risks related to bias, privacy, and security.

4. Advance Academic Integrity

- No Unauthorized Copying: Copying from any source, including generative AI, without prior approval and documentation is prohibited.
- No AI-Generated Submissions: Students must not submit AI-generated work as their own.

5. Regular Impact Assessments

Continuous evaluation of AI's impact on teaching, learning, and operations will ensure goals are met and negative effects addressed, incorporating feedback from the school community.

6. Consequences for Violations

Violations related to academic dishonesty involving AI will have consequences:

- Warnings, grade penalties, redoing assignments, suspension, or reassignment.

Non-Violence Policy

Scholars are expected to respect fellow Scholars, 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.

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Hands Off Policy and Sexual Harassment

Scholars are to be mindful of personal space and boundaries. This includes unwanted physical contact with other Scholars and staff. Disregarding this policy constitutes a Level III 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 requests for sexual favors. Physical contact of a sexual nature constitutes sexual harassment and is a Level III violation. Please see our Title IX policy for further details.

Dress Code

Scholars must be in compliance with the school dress code upon entering the school. Scholars should not enter the building with drug or alcohol smell on their person, clothing and/or in their belongings.

The following dress code is applicable to all Scholars.

1. Clothes should be clean and neat.
2. Shorts and skirts: minimum length must reach the top of the knees.
3. All pants/shorts 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, Crocs etc.).
5. No hats, du-rags, or other head coverings should be worn by any scholar.
 - Permission may be granted for religious head coverings. (See Administrator)
6. No gang paraphernalia (Including Tattoos- any tattoos representing gang affiliation must be covered). No R.I.P. apparel (Buttons, Shirts, Jewelry, Haircuts, etc.)
7. Any color pants may be worn as long as they meet the following requirements:
 - No LEGGINGS or fitness attire
 - No crop tops or belly out shirts
 - No altering of Uniform Shirts (Shirts cannot be tied, cut or altered)
 - No clothing that is see-through or revealing
 - No tears/rips/holes above the knee are allowed at any times
 - No SAGGING
8. IHS uniform shirts should not be altered in any way and visible at all times.
 - A long-sleeve t-shirt or thermal can be worn underneath the IHS uniform shirt due to temperature changes throughout the campus. No outerwear of any kind may be worn.

NO HOODIES ARE ALLOWED TO BE WORN IN THE BUILDING

Dress code is: All Scholars--Any style pants as outlined above, official school shirt (purchased from school), school ID.

IHS Scholars are given two school uniform shirts. Any additional shirts may be purchased for \$16. 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.**

Out of Uniform Policy

Scholars 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 a danger to the health, safety or welfare of other Scholars 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.

Other inappropriate behaviors by Scholars, not listed in the Policy, 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.

Code of Conduct

This code will allow parents and Scholars to know in advance the consequences of specific acts of misconduct. The Code divides violations into three categories according to their severity. Level III infractions 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 infractions, IHS administration has the right to contact C.P.D. at their own discretion when applicable.

Level I Infractions:

- o Eating in class, displaying food/drink in class
- o Sitting on top of tables
- o Use of inappropriate language in/outside of class (i.e. in hallway, bathroom, on field trips)
- o Unapproved use of headphones in class
- o Late to class
- o Sleeping in class
- o Refusing to do classwork
- o Accessing unauthorized computer internet sites of a non-offensive nature
- o Unapproved use of cell phone/electronic device
- o Disrupting class instruction
- o Cheating on an exam or quiz
- o Plagiarism (see policy on Plagiarism)

Level II Infractions:

- o Repeated instances of level I violations (4 or more)
- o Unapproved use of the elevators
- o Throwing objects in class
- o Blatant disrespect to staff and/or repeated disregard of staff's directions
- o Blatantly disrespectful to another student
- o Verbal/Physical contact with another student of a nonviolent/non-sexual nature (horseplay)
- o Disruptive behavior during emergency drills
- o Exhibiting inappropriate noise level (above conversation level) on campus, including but not limited to upon exiting through the building lobby
- o Unauthorized soliciting on school campus during school hours
- o Gambling (participating in), or in the presence (spectating) of gambling o Possession of drug paraphernalia (classification of items that could be utilized as drug paraphernalia is up to discretion of IHS administrators).

- o Accessing unauthorized computer internet sites of an offensive nature (see unauthorized internet use policy)

- o Leaving class without permission/cutting class

Level III Infractions:

- o Repeated incidents of level II violations (4 or more)
- o Sexual harassment of student or staff
- o Indecent exposure
- o Forgery of a school document or other official document
- o Interfering with any Disciplinary action
- o Refusing or avoiding to be searched
- o Destruction of school property
- o Unapproved leaving and re-entering during school hours
- o Possession, use, sale, distribution or under the influence of alcohol, illegal drugs, unapproved prescription medication, or over-the-counter medication.
- o Smoking on campus of any kind (see description in policy above)
- o Actively observing or participating in a transaction of alcohol, illegal drugs, prescription medication, or over-the-counter medication
- o Causing or threatening staff/student with bodily or emotional harm
- o Bringing or Inviting any person(s) who are not enrolled at IHS for any purpose that causes or/and threatens or/and harms any member of the IHS community in any way. (per the discretion of the IHS Administration.
- o Possession, use, sale, distribution of weapon
- o Theft of any kind on school campus
- o Real or false terrorist or bomb threats, fire threats, pulling fire alarms, or causing or inciting panic in the school
- o Bullying (repeated harassing, intimidating and/or causing emotional harm to another student or staff)
- o Cyber-Bullying (using internet or other digital/electronic means to harass, intimidate and/or cause emotional harm to another student or staff)
- o Gang activity
- o Using a cell phone or other recording device to record and/or upload photos or video of activities at the school without staff permission
- o Accessing unauthorized areas of the school campus

Transformation Agreement

The Phoenix Transformation Agreement is a formal restorative intervention practice for any **Level I** and **II** infraction(s) with the aim/intent of addressing misconduct while rebuilding relationships. If inappropriate conduct by a student continues after multiple verbal caution/notices has been given by a member(s) of IHS staff, a written agreement outlining the steps for behavior correction and student support needs will be presented and signed by staff and student. Non-adherence to this agreement will result in Administrative intervention.

IHS ALTERNATIVES II SUSPENSION

Suspensions are commonly used in schools as a method intended to teach students that certain behaviors are not acceptable, as well as to improve school safety. However, research has shown that there are alternative methods that can change student behavior and also lead to positive student outcomes.

Although suspensions may be justified for violent offenses, suspensions are often used for non-threatening problem behaviors, such as chronic absenteeism or minor disruptions. Many of these common yet challenging behaviors can be averted through implementing preventative discipline systems such as Schoolwide Norms and Restorative Practices (Preventive and Intervention Supports) IHS will continue providing ongoing coaching to our staff on effective classroom management skills that are critical for reducing the numbers of discipline issues concerning students for low-level problem behaviors. Nonviolent and/or Non-threatening discipline issues, behaviors, and concerns will be handled progressively, using IHS Alternatives II Suspensions strategies instead of suspensions:

❖ **Phoenix Peer Chats**

Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices. The Scholars would have the opportunity to discuss the issues/concerns and self-correct their behaviors.

❖ **Phoenix Acts on Site**

Servicing the school community and grounds. Scholars will help to restore and improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged) or by having the student improve the school environment more broadly (e.g., picking up trash, washing lockers).

❖ **Phoenix Community Service**

Programs that permit the student to perform a required amount of time in supervised community service outside of the school (e.g., volunteer at Benton House or an approved organization) should be created.

❖ **Phoenix Social Responsibility**

Self-study modules can be assigned as a disciplinary consequence. These should be on topics related to the student's inappropriate behavior and should be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating behavior change. These modules can include readings, videos, workbooks, tests, and/or oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).

❖ **Phoenix Mind-nest of Support**

Scholars will be provided the opportunity to receive daily on-site individual sessions from Cornerstone Counseling and additional support from trained helping professionals (e.g., counselor, school psychologist, and social worker) focused on problem-solving or personal issues interfering with learning.

❖ **Phoenix Personalized Learning Options**

Provide short- or long-term changes in the student schedule, classes, or course content or offer the option of participating in an independent study or work-experience program. Programming should be tailored to student needs, and permit appropriate credit accrual and progress toward graduation. Change of placement or programming must be made by the IEP (Individualized Education Program) team for students with EBD or other disabilities.

❖ **Re-PHOcus Sessions**

Re-PHOcus will be assigned to provide and include academic tutoring, instruction on skill-building related to the scholar's behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on the scholar's progress or behavior. The environment should be carefully managed to guard against using Re-PHOcus sessions as a way to avoid attending classes. Re-PHOcus Sessions will take place during non-school hours only.

❖ **Phoenix Individualized Behavior Plans**

Scholars exhibiting any behavior that poses any threats of verbal or physical exchange will be required to sign a Cease and Desist Contract to prevent any further altercation between scholars.

CAPA (Corrective And Preventive Action Plan) Creation is a structured, coordinated behavior support plan specific to the student and based on a hypothesis about the function of the target behavior(s) to be reduced

should be created. It should focus on increasing desirable behavior(s) and replacing inappropriate behavior(s)

These “**I Will**” statements are expected from the IHS Staff that will support our Scholars in the effort to ensure the IHS Alternatives II Suspension is effective.

IHS Staff will:

CREATE a caring school community and climate. Programs that attend to patterns of good communication and problem-solving, having clear patterns of authority and decision-making, procedures for developing and implementing rules, helping students feel they belong and are welcome, good curriculum and instructional practices, and having a clean and positive physical environment.

BUILD positive adult-student relationships. Programs offering opportunities for students to develop individual relationships with staff.

INCREASE parent involvement. Programs that involve a variety of parents and community members in functions and activities within the school, and maintain communication about their children.

PROMOTE school norms and values. School curriculum and organization features that promote the development of fundamental values in children. Typically these list desirable goals for student academics and behavior.

ACKNOWLEDGE any positive behaviors throughout the school that “catch students being good” and identify, reward, and celebrate individual students for appropriate behavior (e.g., attendance, being on time, improving grades, meeting behavior goals).

IHS is committed to providing a positive and promising environment for every scholar. IHS must be intentional with our efforts to make these strategies effective. The Alternatives II Suspension “foundations” must be implemented in such a way as to become a normal part of the IHS school’s culture. They enable the “disciplinary alternatives” listed earlier to be effective by providing the context and skills for appropriate behavior. They may permit a substantial reduction in the use of suspension and expulsion as disciplinary options, and have the side effect of decreasing staff stress related to behavior and increasing academic

achievement for all students. They may also provide a way to reduce the involvement of students with emotional or behavioral disorders in the problems associated with suspension and reassignment.

Staff Commitment Toolkit:

- Early identification, prevention, and intervention. Situational Awareness (See Something, Hear Something, Say Something). Please report any potential behavior problem(s) of students.
- Bullying prevention and intervention. Training that teaches staff about bullying behaviors and how they can be reported to teachers. Specific interventions are created for both bullies and victims.
- Conflict de-escalation training. Training that teaches staff to recognize and to disengage from escalating conflict.

Suspension & Reassignment Policy

Scholars that receive a suspension will continue to receive classwork and homework via student’s school issued email account for equivalent credit. Scholars and Parents reserve the right to appeal suspension decisions by petitioning the **Office of the Dean of Scholars** and following instructions given at that time. Any suspension must be approved by the Principal or Assistant Principal. Work and homework assignments for equivalent credit. Scholars are afforded the right to take statewide assessments, and specialized support services will be provided, if applicable.

Reassigned Scholars cannot return to IHS campus or related activities on or off campus. Reassigned Scholars may petition for re-enrollment via discipline hearing after the student has sat out one full semester. Reassigned Scholars may have the option of transferring to another YCCS campus (see Office of The Dean of Scholars for more information). Scholars and parents have the right to appeal a reassignment determination by petitioning the **Office of the Dean of Scholars** and following instructions given at that time. All decisions for reassignment are approved by the Principal or Assistant Principal.

	LEVEL 1	LEVEL 2	LEVEL 3
First Offense	Verbal Warning	Discipline Deans Conference	3 Day Out of School Suspension, PHOCUS Time & Reintegration meeting
Second Offense	Written Warning	Transformation Agreement and/or PHOCUS Time	4 Day Out of School Suspension, Parent Conference & CAPA
Third Offense	Parent Contact and/or	Parent Conference	Reassignment

	PHOcus Time	and/or Out of School Suspension	Determination
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Administration may exercise discretion in implementing the Discipline chart

Corrective and Preventive 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. Scholars 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. CAPAs outline the student’s areas of improvement to help prevent potential issues from recurring or arising. Scholars 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 the Youth Connection Charter School (YCCS) network.

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 Scholars.

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 Scholars 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 Scholars that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or Scholars 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 Scholars' physical or mental health;
- (3) substantially interfering with the student's or Scholars' academic performance; **OR** (4) substantially interfering with the student's or Scholars' 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.

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.

Policy on Supporting Transgender and Gender Nonconforming Scholars

It is the goal of Innovations High School to create a learning environment in its school community where Scholars are protected from bullying, discrimination, and harassment. Therefore, it is our responsibility to ensure that Scholars 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 Scholars 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 support and/or accommodations please contact school administration. Scholars and parents/guardians may request a complete copy of the school's "Guidelines Regarding the Support of Transgender and Gender Nonconforming Scholars" at any time.

In order to create and maintain a safe environment for all Scholars, staff are not permitted to discuss or disclose a student's gender identity or transgender status without a student's permission (or unless authorized by CPS law). (See Additional Guidelines Below)

Sexual Harassment/Title IX Policy

I. Purpose

Innovations High School is committed to providing equal opportunity to its Scholars and employees in an environment free of sexual harassment. This Policy applies to all members of the IHS community, including Scholars, teachers, staff, affiliates, and volunteers when acting on behalf of IHS, whether on or off campus, as well as to contractors, parents, and visitors when they are on school property.

II. Definitions

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex in any educational program or activity that receives federal funding, including all Chicago Public Schools. Every student has a right to come to school and learn in an environment free of sex discrimination and sexual misconduct, including:

Discrimination Based On:

- Gender Identity or Expression • Pregnancy or a Pregnancy-Related Medical Condition • Childbirth
- Sexual Orientation

Sexual Misconduct:

- Sexual Harassment, Assault, or Abuse • Dating Violence • Inappropriate Touch • Electronic Recordings of a Sexual Nature

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature is sexual harassment when: Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, benefits or participation in a school activity. Submission to or rejection of such conduct by an individual is considered or used as the basis in decisions affecting that individual's employment, education, benefits, or participation in a school activity.

Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance by creating an intimidating, hostile or offensive environment for that individual's employment, education, benefits or participation in a school activity. The legal definition of sexual harassment is broad and in addition to the above examples other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a school and workplace environment that is hostile, offensive, intimidating, or humiliating to male or female Scholars and staff may also constitute sexual harassment. While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some

examples of conduct that, if unwelcome, may constitute sexual harassment depending on the totality of the circumstances. This list is not intended to be exhaustive: Unwelcome sexual advances – whether they involve physical touching or not; Sexual terms, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life; Comments on an individual’s body, sexual activity, deficiencies or expertise; Communicating by any electronic means or displaying sexually suggestive objects, statements, pictures, or cartoons; Unwelcome looks, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.

III. Policy

Innovations High School strictly prohibits all forms of sexual harassment by any member of the IHS community, including visitors to IHS. All faculty and staff, have the right to bring a complaint of sexual harassment to the Title IX Compliance Officer and CPS’ Office of the Inspector General or Student Protections Office.

It is expected that all faculty and staff will report any potential violation of this policy. Faculty and staff have the obligation to cooperate fully in the investigation of such complaints, the duty to provide truthful information in any report or proceeding under this policy, and the responsibility to keep information related to such report or proceeding confidential.

Nothing in this policy is intended to limit the authority of Innovations High School to take appropriate action against any individual who violates IHS’ rules or policies, whether or not the conduct constitutes a violation of this policy or the IHS’s Equal Opportunity Policy. IHS may assume the role of a Complainant and pursue a report or complaint of discrimination or harassment either informally or formally. A determination of whether conduct is considered discriminatory or harassing in violation of IHS’ policies is dependent upon the totality of the circumstances, including the pervasiveness and severity of the conduct. Any student found responsible for sexual harassment is subject to disciplinary action up to and including expulsion from IHS. An employee found to have committed sexual harassment in violation of this policy is subject to disciplinary action up to and including termination.

Retaliation:

It is unlawful to take adverse actions against any member of the Innovations High School community for filing a complaint of harassment or discrimination, or for cooperating in an investigation of such a complaint. Retaliation against a member of the IHS community who, in good faith, reports alleged harassment or who participates in an investigation is a violation of our policy and is subject to appropriate discipline. Retaliation may have an adverse impact in the following areas: hiring, firing, promotions, demotions, compensation, benefits, grading, pressure to withdraw from school, ignoring, and refusing requests for assistance. This list is not exhaustive.

Filing a Report:

Any student or staff who is aware of or believes that he or she has been subjected to discrimination, sexual harassment or retaliation by another student, an employee, contractor, consultant, vendor or volunteer at the school may submit a complaint to the Principal or the Assistant Principal of the school or the school's Title IX Coordinator. You may also contact the

CPS Office of Student Protections and Title IX at 773-535-4400 or for confidential support you may contact the Chicago **Rape Crisis Hotline at 888-293-2080.**

YCCS OVERVIEW OF THE STUDENT DISCIPLINE PROCESS

Step 1: Campus Officials Investigate

- ❖ The Principal or his/her designee should talk to all Scholars, 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, Scholars 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-of-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 Scholars, 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 Scholars and/or staff be compromised to adhere to this provision.
- ❖ Follow the special procedures contained in the Additional Resources section for Scholars with disabilities and Scholars 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.

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questions, call (312) 999-9360 or visit www.innovationshs.org.

- ❖ 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 Scholars, staff or members of the school community or substantially disrupt, impede or interfere with the operation of the school.
- ❖ Scholars 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.
- ❖ Scholars 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 Scholars 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 Scholars 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.

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- ❖ 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 sent, 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 Scholars WITH DISABILITIES/IMPAIRMENTS¹

School officials may suspend Scholars 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 Scholars 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 Scholars with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

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

1. 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 respond 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. Scholars 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.

¹ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those Scholars with 504 plans.

IHS School Calendar 2024-2025

Date	Event	Attendance
8/26/2024	First day of School	Attendance Day
9/2/2024	Labor Day	School Closed
10/14/2024	Indigenous Peoples' Day	School Closed
10/25/2024	End of Quarter Q1	Attendance Day
11/4/2024	Report Card Pick Up	Non-Attendance Day
11/5/2024	Election Day	School Closed
11/11/2024	Veterans' Day	School Closed
11/25/2024	Thanksgiving Break	School Closed
11/26/2024	Thanksgiving Break	School Closed
11/27/2024	Thanksgiving Break	School Closed
11/28/2024	Thanksgiving Break	School Closed
11/29/2024	Thanksgiving Break	School Closed
12/23/2024	Winter Break	School Closed
12/24/2024	Winter Break	School Closed
12/25/2024	Winter Break	School Closed
12/26/2024	Winter Break	School Closed
12/27/2024	Winter Break	School Closed
12/30/2024	Winter Break	School Closed
12/31/2024	Winter Break	School Closed
1/1/2025	Winter Break	School Closed
1/2/2025	Winter Break	School Closed
1/3/2025	Winter Break	School Closed
1/17/2025	End of Quarter Q2	Attendance Day
1/20/2025	M. L. King Day	School Closed
1/21/2025	Professional Development Day	Non-Attendance Day
2/12/2025	Lincoln's Birthday	School Closed
2/17/2025	Presidents' Day	School Closed

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2/25/2025	Professional Development Day	Non-Attendance Day
3/3/2025	Pulaski Day	School Closed
3/21/2025	End of Quarter Q3	Attendance Day
3/24/2025	Spring Break	School Closed
3/25/2025	Spring Break	School Closed
3/26/2025	Spring Break	School Closed
3/27/2025	Spring Break	School Closed
3/28/2025	Spring Break	School Closed
3/31/2025	Professional Development Day	Non-Attendance Day
4/1/2025	Report Card Pick Up	Non-Attendance Day
4/18/2025	Professional Development Day	Non-Attendance Day
5/26/2025	Memorial Day	School Closed
6/9/2025	No graduations before June 9	Attendance Day
6/12/2025	End of Quarter 4/Last Day	Attendance Day
6/13/2025	Professional Development Day	Non-Attendance Day