

STUDENT & PARENT HANDBOOK 2022-2023

Updated July 25, 2022



INNOVATIONS HIGH SCHOOL

Student/Parent Handbook 2022-2023

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Welcome to Innovations High School!

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

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

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

Welcome!

Vision Statement

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

Mission Statement

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

Phoenix Creed

Call: What is a Phoenix?

Together: A Phoenix:

Perseveres through fire

Strives for standards that are higher

And has the ability to transform to attain what it desires!

I am a Phoenix!

As a Phoenix I demonstrate:

Intelligent creative expression

Social Responsibility

Personal development

And Scholastic excellence!

Campus Affiliation

Youth Connection Charter School (YCCS) is the only chartered multi-campus alternative education system, and is the leading provider of alternative education programs in the Chicago area. YCCS is a nationally recognized model for alternative education with quality academic and support services, providing tools to empower at-risk students and high school dropouts to graduate and become productive members of society. Please call [312-328-0799](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 students have unlimited potential and can rise to meet higher standards through higher expectations. We dedicate ourselves to the preparation of our students to compete and advance in today’s ever developing society.

SCHOOL COLORS

Cardinal Red and Old Gold

MASCOT

Phoenix

Innovations High School’s Four Quadrants

Scholastic Excellence, Intelligent Creative Expression, Social Responsibility and Personal Development (see appendix)

Equal Educational Opportunity and Affirmative Action

Policy Statement

As a campus of the Youth Connection Charter School, Innovations High School is committed to equal educational opportunity, and will take action to ensure that all students are treated fairly during enrollment.

Enrollment

All students enrolling at Innovations must meet the following criteria:

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

Registration

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

High school transcripts
Emergency contact form
Medical Information Form
Proof of address

Health/immunization records
Lunch application form
Birth Certificate
Signatures on all required forms

Admission and Program Entrance Requirements

For the purposes of admission into the Charter, YCCS accepts enrollment of any pupil who resides within the City of Chicago (Board of Education District #299), is 16-21 years of age, at risk and has dropped out or formally withdrawn from his or her former school. Priority for enrollment is given to pupils who were enrolled in the previous year, unless expelled for cause, homeless students, neighborhood youth and siblings of students currently enrolled. Students who have reached the age of 21 before the beginning of the academic year may not enroll in YCCS. Likewise, students who are under the age of 16 at the beginning of the school year may not enroll in YCCS. If the student turns 21 during the school year, s/he may remain in enrollment for the rest of that year only. IHS has an open enrollment policy until the last 4 weeks of each quarter. After that point, students 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 list and applicant referrals are forwarded to the Youth Connection Charter School's office on the 20th day of each month via lottery referral transmittal form. IHS conducts lotteries as needed to fill available seats when students withdraw or graduate. All lotteries are witnessed by an independent third party.

Supplies

Each teacher will outline the supplies required for each class in the course syllabus. Students must have supplies every day that they are in school (i.e. pens, paper, notebooks, pencils, etc.)

Instructional Program

Blended Learning Schedule

Our blended learning schedule will allow students to attend school in person two days per week and learn virtually three days per week. When attending school in person, students will be released at 12:29 p.m. each day. Students 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. **Students will be expected to use the afternoon hours (12:30-2:30) to engage in independent study to complete assigned classwork.**

Blended Learning Schedule						
		Monday Group A (On Campus) Group B (Virtual Learning)	Tuesday Group A (On Campus) Group B (Virtual Learning)	Wednesday Group B (On Campus) Group A (Virtual Learning)	Thursday Group B (On Campus) Group A (Virtual Learning)	Friday Virtual for All
AM	8:30-8:59	1st period (Advisory)	1st period (Advisory)	1st period (Advisory)	1st period (Advisory)	1st period (Advisory)
	9:00-9:44	2nd period	2nd period	2nd period	2nd period	2nd period
	9:45-10:29	3rd period	3rd period	3rd period	3rd period	3rd period
	10:30-11:14	4th period	4th period	4th period	4th period	4th period
	11:15-12:29	5th period/Lunch	5th period/Lunch	5th period/Lunch	5th period/Lunch	5th period/Lunch
PM	12:30-1:29	Onsite Support	Onsite Support	Onsite Support	Onsite Support	Student Independent Learning
	1:30-2:30	Virtual Support	Virtual Support	Virtual Support	Virtual Support	

When learning virtually, classes will be held via Google Meet video conference. On these virtual learning days, students will follow a special schedule during which they will have the full attention of their teachers and opportunities for individualized support during our afternoon office hours. Students can also choose a virtual only option, and are welcome to engage in virtual learning on any days they are scheduled to be in school in person but are not able to report to school. This will enable students to be marked present for school and receive the same instruction that they would receive while physically in school.

Virtual Learning Expectations

While learning at home via Google Meet video conference, students are expected to fully engage by contributing to class discussions verbally and in writing using the chat feature. Students are also encouraged to turn their cameras on whenever possible. Students who do not actively engage and respond when teachers request participation may be marked absent for that class period.

Innovations' "4Q" Academies

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

Academy Placement Criteria

Personal Development Academy: 0-6.5 credits

Creative Expression Academy: 7-10.5 credits

Prerequisites: Must have .5 credit in P.E./Health, 1 credit in English, 1 credit in Science, and 1 credit in math

Social Responsibility Academy: 11-13.5 credits

Prerequisites: must have .5 credit in P.E./Health, 2 credits in English, 2 credits in math, and 1 credit in science

Scholastic Excellence Academy: 14+ credits

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

Personal Development (P.D.) Academy

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

Health & Fitness
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 students' ability to effectively communicate and innovatively express themselves in a variety of settings and experiences.

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

Media Arts
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

Social Responsibility (S.R.) Academy

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

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

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

US History

Math IV

Senior Portfolio

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

Arts Integration

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

Academic Enrichment Plan (AEP)

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

FuelEd (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 students at IHS is 80% or higher. Therefore, students should not be absent more than four days in a twenty (20) day school month. Students missing more than 4 days per month will face a decreased likelihood of success at Innovations.

Students are encouraged to attend classes on their assigned in-person learning days; however, all students have an option to attend classes virtually on any day without being penalized for an absence.

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

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

- | | |
|------------------------|--|
| 5 unexcused absences: | Letter is sent to parent/guardian addressing their student's absence and the school's attendance policy. |
| 10 unexcused absences: | Additional letter is mailed with a request for a parent conference. |
| 15 unexcused absences: | Student may be released from membership. |

Early Dismissals

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

Tardies

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

Progress Reports

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

Homework

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

Writing Across the Curriculum

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

English Language Learner (ELL) Program

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

Testing

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

Competency Based Learning Program

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

Philosophies of Grading

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

Grading of Assessments

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

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 students know & do in each class, course or project. Grades shall be rounded to a single decimal point and reported in accordance with the following *Course Grading Scale*:

Course Grading Scale		
Proficiency Levels	Proficiency Descriptions: Grading Course and Learning Scale	
3.6-4.0	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	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	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	Not Yet Competent	The student demonstrates minimal effort towards proficiency standards of the subject, course or project.
0-1.99	Insufficient Evidence	The student has not submitted a sufficient amount of work to determine his/her level of competency.

Reporting Letter Grades

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

Proficiency Level	Grade Equivalent	Proficiency Descriptors
3.6-4.0	A	Highly Competent
3.2-3.5	B	Competent
2.8-3.1	C	Competent
0-2.7	NC	Any competency score less than 2.7 =NC/No Credit

Exhibitions of Learning

Student competency levels will be assessed through quarterly interdisciplinary demonstrations of learning. Exhibitions of learning may be projects, presentations, and/or products through which students “exhibit” what they have learned and demonstrate to what degree they have achieved expected competencies. Students’ exhibitions are assessed using subject level exhibition of learning

rubrics based on the YCCS exhibition guidelines and performance indicators. Teachers or review committees assess learning using common criteria at the end of each term.

Learning Management System

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

Inquiry Based Learning

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

Academic Advisors

Each student will be assigned an Advisor for the school year. The Advisor will:

- Meet with the student quarterly to complete the AEP form, discuss progress and any issues or challenges the student is having
- Stay in contact with parents regarding grades, attendance, and behavior
- Assist seniors with preparation for their senior portfolio presentations (discuss preparedness, presentation skills, punctuality, attire, etiquette, etc.)

Accelerated Learning Program

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

Grade Level Information/Promotion Criteria

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

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

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

Service Learning

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

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

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

Graduation Standards

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

- 4 English (Including Senior Portfolio Course, which includes the Computer Literacy Requirement)
- 3 Math (must include 1 credit in Algebra & 1 credit including Geometry content)
- 2 Science
- 2 Social Studies (must include 1 credit of US History, one semester of 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 S.A.T. exam
- Pass the Illinois and United States Constitution Test (Public Law 195)
- Complete 40 service learning hours
- Achieve a minimum 10th grade reading level as measured by the STAR assessment
- Have a minimum of 1 semester (90 days) residency requirement
- Completion of the Free Application for Federal Student Aid (FAFSA)

Senior Portfolio

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

Valedictorian and Salutatorian Eligibility

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

School Lockers

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

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

Search, Seizure, and use of Metal Detectors at School Facilities

IHS follows the Chicago Public Schools (CPS) policy on search and seizure and the use of metal detectors at school facilities (section 409.3). This policy allows school officials to search individual students and their personal effects whenever there is reasonable suspicion. This includes personal

items and belongings such as outerwear and book bags, and any items, such as decks and lockers that are property of the school. This policy also authorizes the use of handheld and walk-thru metal detectors to assist in searches. Any student that has an item found in the student's possession or in their belongings in violation of school policy is subject to discipline (see discipline policy). The full CPS policy on search and seizure is available at the IHS campus upon request.

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

Lighters

Drugs and drug paraphernalia

Alcohol

Unapproved Medications

Weapons and anything that can be used as a weapon

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 students at IHS and to prevent trespassers from entering the building, CPS requires all students and staff to wear photo ID cards at all times. This rule will be strictly enforced as it is in many other schools and workplaces.
- All students will be issued a photo ID card during the beginning of the school year.
- These cards must be 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.
- Students are to present their ID cards to any staff member upon request. Failure to do so will result in disciplinary action.
- Students will be subject to disciplinary action for placing false information on or defacing their ID cards.

Student Fees

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

CIRCLE Foundation/Innovations High School 2021-2022 Itemized Student Fees

Itemized Fee	Fee Description
50.00	Administrative/overhead costs (student records keeping; administration of student fees)
5.00	Student CTA reduced bus card
32.00	(2) Uniform shirts
75.00	Instructional materials
5.00	Student ID Card (replacement fee of \$15)
68.00	Student activities: supplies & materials for monthly student awards (excluding student of the month incentives); field trips to museums/ architectural tours/art shows
15.00	Ubuntu assembly guest speakers
\$ 250.00	

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

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

Requirements for participation in Extracurricular Activities

Innovations High School is a campus of Youth Connection Charter School and a program of CIRCLE Foundation. For questions, call (312) 999-9360 or visit www.innovationshs.org.

Extracurricular activities are a major part of life at Innovations. They include, but are not limited to: Student Council, Sport Teams, Young Environmentalists Club, College & Career Club, Rap Game Club, Forensics Club, and Poetry Team. Team and Club participants are expected 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
- 2.0 G.P.A. on the last Innovations report card
- In good standing with the school and approval from the Office of the Dean of Students

Parent Team

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

Innovations High School challenges its students to strive for excellence, thus it is important for students to be supported by their family and support systems outside of the school environment. The purpose of the parent team is to inform parents of school issues, student progress, and upcoming events. It also offers parents an opportunity to support the school through volunteerism and fundraising opportunities.

In addition to the monthly meetings, there will be monthly parent newsletters mailed to the address on file. **It is important for parents to update address and telephone numbers with the front desk staff.**

Sharing Information with Parents

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

In order to create and maintain a safe environment for all students, 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 students' 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 students are enrolled in FuelEd can request a parent login. It is important for parents to provide a current, active email address. We will be sending emails periodically to inform parents and students of important announcements, updates, and

events. Innovations/CIRCLE Foundation will use your contact information to support our enrollment and communication protocols to better serve our students.

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 students to flourish.

IHS believes that all students 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 students and staff while continuing to build the school's capacity to maintain a safe and healthy learning environment.

SAFE SPACE NORMS

IHS safe space norms apply to all students 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 students and staff.

- **Be mindful:** Practice understanding and forgiving. Consider the impact of your words and actions
- **Value every voice:** Keep an open-mind and be receptive to others' viewpoints & experiences
- **Build Relationships:** Foster meaningful relationships within the community that will promote personal and collective growth
- **Reciprocate Respect:** Show others the same respect you would like them to show you
- **Education is Key:** We are all here to learn. Be a positive part of the learning process.

The IHS Code of Conduct applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, or on any vehicle funded by IHS. 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 students for poor academic progress.**

Conduct To and From School

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

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

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

Policy on Students Visiting Local Businesses

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

Trespassing Policy

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

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

- (1) Enters or remains in a safe school zone without lawful business, when as a student or employee, who has been suspended expelled, or dismissed for disrupting the orderly operation of the school, and as a condition of the suspension or dismissal has been denied access to the safe school zone for the period of the suspension or in the case of dismissal for a period not to exceed the term of expulsion, and has been served in person or by registered or certified mail, at the last address given by that person, with a written notice of the suspension or dismissal and condition; or
- (2) Enters or remains in a safe school zone without lawful business, once being served either in person or by registered or certified mail that his or her presence has been withdrawn by the school administrator, or his or her designee, and whose presence or acts interfere with, or whenever there is reasonable suspicion to believe, such person will disrupt the orderly operation, or the safety, or peaceful conduct of the school or school activities.

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

Field trips

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

Food and Drinks

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

Smoking/Tobacco Use

IHS is a smoke-free environment. Students may not smoke in the building at any time, and may not smoke on the school's campus (within a 2-block radius of the school) or on field trips. Students may not smoke during emergency drills, lunch periods, breaks, or any other time during the school day.

Students caught engaged in smoking of any kind on campus (including, but not limited to cigarettes, marijuana, e-cigarettes, and vaping devices) will face a level III discipline code violation.

Lunch Policy

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

Closed Campus

All students are on a closed campus. Students are not allowed to leave the building for any reason during lunch or any other period of the day. 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

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

Office Space

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

Telephone Use/Electronic Device Policy

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

Computers

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

Acceptable Use Policy

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

Guests/Visitors

Only the staff/students of Innovations are allowed into the building. As a safety precaution, students 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 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. Students that fail to adhere with 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. Students are not allowed to bring their children to school. If a student must bring their child to school the student is to remain in the office with the child and never leave their child unattended. Children are not allowed in the hallways or any classrooms. Staff is not responsible for watching, caring for, feeding, picking up or holding children. When visitors enter the school with children, they are to keep their children with them at all times and not allow anyone else in the building to care for them.

Administering Medications

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

- The licensed physician submits a letter on the CPS medication form citing the need for medication, diagnosis and 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 students who are approved by the principal for self-administration of medication.
- **All approved medication MUST be stored in a locked area in the office. Failure to turn in your medication could result in a level III violation.**

In case medication is needed during school hours (in case of emergency only), Parents should leave information obtained from the student's licensed physician regarding:

- Student's name, date of birth
- Diagnosis of condition requiring medication

- Name of medication, dosage, route of administration
- Frequency and time of administration
- Date prescription was filled and date of expiration
- Date medication is to be discontinued
- Side effects which might be observed
- Name, signature, and emergency telephone number of the physician
- Other medication child may be receiving at home.
- Certification that the physician has discussed the proper guidelines of self medication and the individual child understands and is capable of self administering the prescribed medication

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

Unauthorized Internet Use

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

Plagiarism

Plagiarism is defined as the unauthorized use or close imitation of the language, thoughts, work, etc. of another author and representation of them as one's original work without proper credit to the author. Plagiarism is a level I violation of the IHS Discipline Code. Students found guilty of plagiarism will not receive credit for the assignment. Repeated offenses will be addressed according to the IHS discipline policy.

Non-Violence Policy

Students are expected to respect fellow students, staff, and guests of Innovations. Physical violence and verbally abusive language is not acceptable. Verbal assault will result in suspension or dismissal. Battery will result in dismissal, and a police report will be made.

Hands Off Policy and Sexual Harassment

Students are to keep their hands off other students at all times. Disregard of this policy constitutes a Level 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 request 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

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

The following dress code is applicable to all students.

1. Clothes should be clean and neat.
2. Shorts and skirts: minimum length must reach the top of the knees.
3. Baggy style pants must be secured at the waist so that underwear does not show.
4. Shoes must be tied or securely closed at all times (no sandals, flip flops, slippers/house shoes, etc.).
5. No hats, do-rags, or other head coverings should be worn by either male/female.*
6. No gang paraphernalia.
7. Any color pants may be worn as long as they meet the following requirements:
 - No leggings
 - No clothing that is see-through or revealing
 - No tears or rips above the mid-thigh which includes large holes exposing more than 1 inch of skin.
 - No pants with rips below the back pockets
 - 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.

Dress code is: All Students--Any style pants as outlined above, official school shirt (purchased from school), school ID, and proper mask for COVID safety.

IHS provides official shirts for purchase (\$16 each); however, pants must be purchased outside of school. No grades or transcripts will be given until all fees are paid. **No outer garments may cover the uniform shirt, with the exception of the IHS cardigan. No sweaters or jackets (other than the IHS cardigan) may be worn inside the building during school hours.**

*Permission will be granted for religious head coverings.

Out of Uniform Policy

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

POLICE NOTIFICATION

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

Emergency

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

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

The discretionary exercise of a campus official's authority to notify the CPD should involve the consideration of a variety of factors. Those factors include, but are not limited to:

- ❖ The age of the student engaging in misconduct;
- ❖ The extent to which the student acted intentionally or recklessly;
- ❖ Whether the student has received prior warnings; and
- ❖ Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health, safety or welfare of others (notify police if student has an IEP).

Once school staff contacts CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police

officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Code of Conduct

This code will allow parents and students to know in advance the consequences of specific acts of misconduct. The Code divides violations into three categories according to their severity. Level III 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.

Suspension & Reassignment Policy

Students that receive a suspension will continue to receive classwork and homework via student's school issued email account and Google Classroom for equivalent credit. Google Meet access may be limited during this time to teacher office hours. Suspensions will be directly aligned with **IHS Student Code of Conduct** (pg. 21) and any **Level III** infraction (pg. 30) as detailed in this handbook. Students and parents reserve the right to appeal suspension decision by petitioning the **Office of the Dean of Students** 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. Students are afforded the right to take statewide assessments, and specialized support services will be provided, if applicable.

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

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
<u>First Offense</u>	Verbal warning	Discipline/Deans Conference	3 day Out of School Suspension & Reintegration Meeting
<u>Second Offense</u>	Written warning	Parent Conference	4 day Out of School Suspension, Parent Conference & CAPA
<u>Third Offense</u>	Verbal & written warning & staff phone call to parent	1-2 day Out of School Suspension	Reassignment Determination
<u>Fourth Offense</u>	Administrator/ Student/Parent conference	2-3 day Out of School Suspension	

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. Students are given a CAPA when they fail to comply with the IHS discipline policy after several warnings and reprimands, and upon returning from out of school suspensions. CAPAs are designed to correct undesired or unacceptable behavior and replace them with actions more conducive to a successful learning experience and environment. CAPAs outline the student's areas of improvement to help prevent potential issues from recurring or arising. Students will learn replacement ways of dealing with the presenting problem via school staff or school third party referral programs. The student is to meet with their Advisor weekly to discuss their compliance with their CAPA and the Dean's Department monthly for a CAPA evaluation. If the student remains in compliance with his/her CAPA, the student will be taken off the contract and rewarded for their progression. If the student does not stay in compliance with their CAPA, the student will be reassigned to another school within the Youth Connection Charter School (YCCS) network.

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

Procedural Safeguards for Discipline of Students with Disabilities/Impairments

Bullying and School Violence Policy

I. Purpose

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

II. Policy Statement

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

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

III. Bullying Defined

Bullying is any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student or student's person or property;
- (2) causing a substantially detrimental effect on the student's or students' physical or mental health;

- (3) substantially interfering with the student's or students' academic performance; **OR**
- (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

AND occurs at one or more of the following times or places:

- (1) during any school-sponsored education program or activity; while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; **OR** through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- (2) Examples of bullying include harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Behavior not listed here may also constitute bullying.

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 Students

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

In order to create and maintain a safe environment for all students, 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 students and employees in an environment free of sexual harassment. This Policy applies to all members of the IHS community, including students, 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 students 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 which, 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; Comment on an individual's body, sexual activity,

deficiencies or expertise; Communicating by any electronic means or displaying sexually suggestive objects, statements, pictures, 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, 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.

Innovations High School's Jim Stone Scholarship Award

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

The program requirements are as follows:

- Students interested in being selected to be in the scholarship program must submit an application no later than one month after each quarter begins.
- Each student must show academic excellence by achieving a 3.0 or higher 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. Students in the program should have no major disciplinary infractions; this includes level II and level III violations and suspensions for any reason.
- All Innovations graduates in the scholarship program must be actively enrolled in a college, university or trade school, and/or hold a steady job.
- All Innovations graduates in the scholarship program must return after graduation to provide mentoring, tutoring, or some alumni service to the current student body. This mandatory service work must be completed at least once every quarter.
- Students who have more than one (1) work study class will not be eligible for work study in that qualifying quarter. The Jim Stone Scholarship is for excellence in academic classes; work study does not qualify.
- All Naviance requirements must be completed in order for students to receive their scholarship funds.

YCCS OVERVIEW OF THE STUDENT DISCIPLINE PROCESS

Step 1: Campus Officials Investigate

- ❖ The Principal or his/her designee should talk to all students, teachers, campus personnel and other witnesses to the incident.
- ❖ The investigation may necessitate a search of the student's locker, desk or personal belongings. A search should be conducted only if necessary and any search that is conducted shall be performed in compliance with YCCS Search Policy, Procedures for Search, Seizure and the Use of Metal Detectors. Employees, contractors, volunteers and school officials are prohibited from conducting **strip searches and washroom searches**.

Step 2: Campus Affords Student Due Process

- ❖ The campus official should assess the information gathered through the investigation, determine whether the student's behavior falls within the scope of the Policy, identify the student's misconduct among the list of inappropriate behaviors and determine whether the student's behavior should be addressed by the Policy.
- ❖ If the Policy applies, the campus official should inform the student of the allegation(s) being made and the range of sanctions the student faces. The student must have an opportunity to respond to the charges by letting the student tell his/her side of the story. The campus official should make a reasonable effort to contact the parent to alert him/her to what is happening before any sanction is enacted. No disciplinary action may be taken against a student before the student has been afforded the opportunity to respond to the allegations.
- ❖ Avoid consequences that will remove the student from class and school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of a future inappropriate behavior. Schools may only use out-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 students, staff, or the school community, OR (2) substantially disrupts the operation of the school.
- ❖ If necessary, and only after a reasonable effort has been made to contact the student's parent/guardian, the Chicago Police Department should be notified. However, at no time should the safety of students and/or staff be compromised to adhere to this provision.
- ❖ Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
- ❖ Campus administrators will inform the student and parent(s)/guardian(s) that they have the right to appeal the disciplinary decision.

Step 3: Fill Out the Necessary Paperwork

- ❖ The administrator must complete an official Misconduct Report for ALL inappropriate behaviors under the Policy (Groups 1-6). See appendix, ex. A for sample Misconduct Report.
- ❖ A copy of the Misconduct Report must be sent to YCCS within 48 hours.

- ❖ A copy of the Misconduct Report must be sent home to the parent/guardian via certified mail or hand delivered to the parent or guardian.

Step 4: Discipline According to the Policy

- ❖ Any disciplinary action taken against a student must conform to the interventions or consequences outlined in the Policy.
- ❖ Suspensions may not exceed 10 days for one incident for any reason. **Suspension days are excused absences.**
- ❖ Parents must be notified of the suspension on the same day the suspension is being applied. A letter must be sent home via certified mail within 24 hours of the suspension explaining the reason for the suspension and other appropriate and available behavioral disciplinary interventions exhausted. This letter should also explain how the student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community or substantially disrupt, impede or interfere with the operation of the school.
- ❖ Students may not attend campus-sponsored events and are not allowed on campus grounds during the time of the suspension. They must be allowed to return for statewide assessment testing periods unless the student is available to take the tests during a scheduled make-up testing period.
- ❖ Students must be assigned homework during in-School or off-campus suspension and must be given the opportunity to make up in-class tests or quizzes for equivalent academic credit given during the period of suspension.

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

- ❖ If a student's misconduct falls within Group 5 and is the student's first occurrence of Group 5 misconduct, the campus retains the discretion to refer a student for expulsion or disciplinary reassignment to another campus. If the campus makes a decision to pursue an expulsion they should (1) detail the specific reasons why removing the student from the school is in the best interest; (2) provide a rationale with respect to the specific duration of time for the expulsion and (3) document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions. The decision to expel or reassign must be approved by YCCS Assistant Director or designee.
- ❖ If a student's misconduct falls within the Group 6 Category or if a student's misconduct is the second occurrence of misconduct that falls within the Group 5 Category within a ten month period, a hearing must be held prior to a student's expulsion or issuance of any other sanction that results in a student's disciplinary reassignment.
- ❖ If a Student is expelled from YCCS, the CPS Department of Student Adjudication must be notified to determine appropriate placement for the student per the Chicago Board of Education's Policy on Enrollment and Transfer of Students in the Chicago Public Schools. (Policy Manual Section 702.1at section 1.F.2.). The campus should make every effort to facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from alternative school settings.
- ❖ For additional information about Expulsion or Disciplinary Reassignment Hearings, see Appendix, Ex. D, Expulsion Hearing, Emergency, and Alternative Placement guidelines.

Step 6: Appeals

- ❖ If a student, parent, or guardian feels that the intervention or consequence for misconduct is unwarranted or excessive, he or she has the right to ask the principal to review the consequence and to reconsider the decision.
- ❖ In the event that a parent, guardian or student (emancipated adult) wishes to appeal a principal's decision to suspend or refer a student for expulsion, he or she must appeal in writing to the YCCS Assistant Director or designee.
- ❖ The campus will submit summary statements to YCCS within 5 days of the due process hearing. YCCS will determine if there has been a violation of the YCCS student discipline policy and if due process has been followed.
- ❖ Any appeal of the YCCS Assistant Director determination of a student's expulsion must be made in writing and send, along with any additional evidence not available at the time of expulsion, to the YCCS Board of Directors. The YCCS Board of Directors or designee's decision regarding the appeal shall be final.
- ❖ The term of a student's suspension or expulsion is not halted by an appeal to the YCCS Assistant Director or the YCCS Board of Directors.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS¹

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

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

1. The School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. The school must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined. The student should not receive an academic punishment for behavioral violations. The student has the right to response to allegations prior to suspension. The consequences being administered should be in proportion to the offense committed.

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

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

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

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

IHS School Calendar 2022-2023

Date	Event	Attendance
8/22/2022	First Day of School	Attendance Day
9/5/2022	Labor Day	School Closed
9/28/2022	Q1 Progress Report & Phoenix Family Day	Attendance Day
10/10/2022	Indigenous People's Day	School Closed
10/20/2022	End of Quarter Q1	Attendance Day
10/21/2022	Professional Development Day	Non-Attendance Day
11/8/2022	Election Day	School Closed
11/11/2022	Veterans Day	Non-Attendance Day
11/21/2022	HS Report Card Pick Up	Non-Attendance Day
11/22/2022 - 11/25/2022	Thanksgiving Break	School Closed
11/30/2022	Q2 Progress Report & Phoenix Family Day	Attendance Day
12/22/2022	End of Quarter 2	Attendance Day
12/23/2022	Professional Development Day	Non-Attendance Day
12/26/2022 - 1/6/2023	Winter Break	School Closed
1/16/2023	M. L. King Day	School Closed
2/13/2023	Lincoln's Birthday	School Closed
2/20/2023	President's Day	School Closed
3/6/2023	Pulaski Day	School Closed
2/15/2023	Q3 Progress Report & Phoenix Family Day	Attendance Day
3/16/2023	End of Quarter Q3	Attendance Day
3/17/2023	Professional Development Day	Non-Attendance Day
3/29/2023	HS Report Card Pick Up	Non-Attendance Day
4/3/2023 - 4/7/2023	Spring Break	School Closed
5/29/2023	Memorial Day	School Closed
6/8/2023	End of Quarter 4/Last Day	Attendance Day
6/9/2023	Graduation Day!!	Non-Attendance Day

