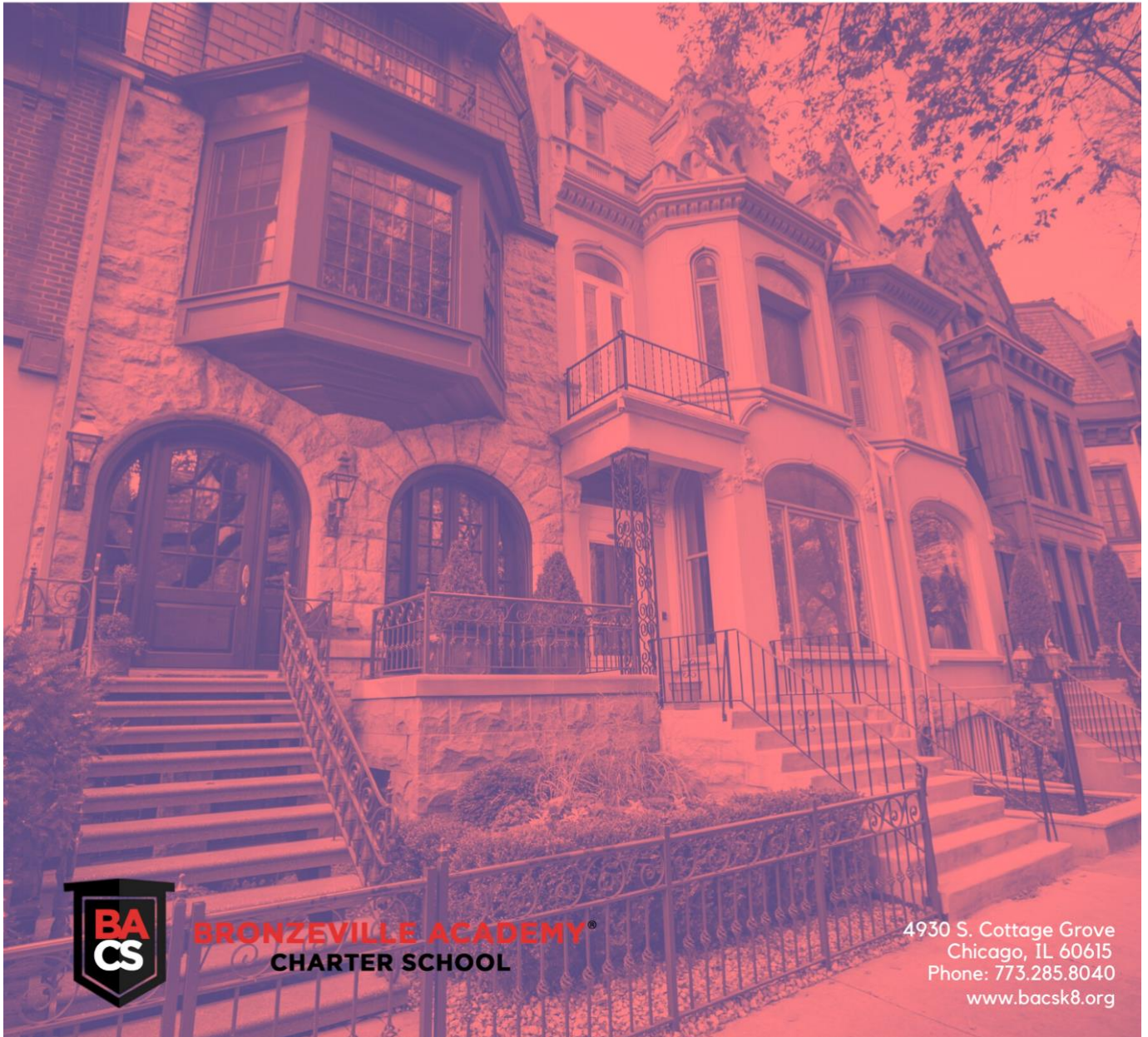




2023 - 2024

BRONZEVILLE ACADEMY CHARTER SCHOOL

# FAMILY HANDBOOK



**BRONZEVILLE ACADEMY®**  
**CHARTER SCHOOL**

4930 S. Cottage Grove  
Chicago, IL 60615  
Phone: 773.285.8040  
[www.bacsk8.org](http://www.bacsk8.org)

# ***TABLE OF CONTENTS***

<b>SECTION I: INTRODUCTION</b>	<b>3</b>
Welcome Letter	4
What is a Charter School?	7
Mission, Vision, Beliefs & Pride Statement	8
<b>SECTION II: GENERAL INFORMATION</b>	<b>9</b>
2023-2024 SY Academic Calendar	10
Admission and Lottery	12
Registration and School Fees	13
Student Records	14
Transportation	14
Attendance, Tardiness, and Dismissals	16
Early Dismissal Policy & Procedures	18
Nutrition	18
Uniforms	19
Storage and Bags	21
Afterschool	21
Grades and Reports	22
Promotion, Retention, and Graduation Policies	22
Academy Honesty Policy	24
Diverse Learner (Special Education) and Supports	25
Safety and Security	29
Health Basics...31	
Administering Medicine to Students	33
Athletic Policy	36
Americans with Disabilities Act Policy	36
Parent Complaint Process	37
Parental Access to Information	37
Family, Scholar, and School Agreement	37
<b>SECTION III: CODE OF CONDUCT</b>	<b>39</b>
Students Rights...40	
School Commitments Regarding the Student Conduct Policy	40
Prohibited Conduct, Interventions, and Consequences	41
Student Code of Conduct Application for Scholars with IEPs	49
Scholar Code of Conduct Suspension Guidelines	50
Scholar Code of Conduct Expulsion Guidelines	53
BACS Anti-Bullying Policy	55
<b>SECTION IV: TECHNOLOGY</b>	<b>58</b>
Student Acceptable Use Policy	59
Use of Cellphones and Electronic Devices	59

<b>SECTION V: TITLE IX/ SEXUAL MISCONDUCT</b>	<b>61</b>
General Statement of Policy	62
Conduct Prohibited	63
Reporting	65
Investigation Procedure	65
Scholar/Guardian/Parent Acknowledgment	66

## ***SECTION I: INTRODUCTION***

## **WELCOME TO THE BRONZEVILLE ACADEMY CHARTER SCHOOL**

The Bronzeville Academy Charter School Family Handbook (“Family Handbook”) is provided to all scholars and caregivers as a guide to the policies and practices of Bronzeville Academy Charter School (“BACS”). For example, the Family Handbook contains academic calendars, academic schedules, scholar code of conduct expectations, and co-curricular guidance. Scholars and caregivers should review the Family Handbook carefully; BACS expects scholars and caregivers to follow the policies and procedures set forth in the Family Handbook. Any questions regarding its provisions should be raised with BACS’s Administrative Team, starting with the Building Principal.

BACS is an equal opportunity educational provider and does not discriminate against any individual on the basis of race, sex, gender identity, sexual orientation, national origin, physical or mental disability, religion, or any other characteristic protected by law. If any scholar or caregiver believes that BACS has violated this policy, then they should raise their concerns with BACS’s CEO or School Principal. BACS is also committed to ensuring that its policies and practices are guided by the principles of diversity, equity, and inclusion.

This Family Handbook does not create a contract between or among scholars, caregivers, or BACS. This Family Handbook will be reviewed annually by the Scholar Conduct Committee, which is comprised of members of the Parent Advisory Council (“PAC”), Scholar Government Association (“SGA”), and BACS faculty and staff. Recommendations for revisions to the Family Handbook from the Scholar Conduct Committee will be reported to BACS for final approval. Notwithstanding this process, BACS has the right to modify the provisions of this Family Handbook at any time in its sole discretion and will ensure scholars and caregivers are promptly notified of any modifications.

## **SCHOOL CONTACT INFORMATION**

### **BRONZEVILLE ACADEMY CHARTER SCHOOL**

4930 S. Cottage Grove Avenue

Chicago, IL 60615

P: (773) 285-8040

E: [info@bacsk8.org](mailto:info@bacsk8.org)

W: <https://bacsk8.org>

Find us @bacsk8 on social media.



## **ADMINISTRATIVE TEAM**

**Alvin Boutte, Jr.**

Chief Executive Officer

[aboutte@bacsk8.org](mailto:aboutte@bacsk8.org)

**David Ireland**

Chief Financial Officer

[direland@bacsk8.org](mailto:direland@bacsk8.org)

## **BOARD OF DIRECTORS**

**Lance Jefferson**

[ljefferson@bacsk8.org](mailto:ljefferson@bacsk8.org)

**Dr. Jocelyn Thornton**

[jthornton@bacsk8.org](mailto:jthornton@bacsk8.org)

**Lamar Miller**

[lmiller@bacsk8.org](mailto:lmiller@bacsk8.org)

**Sierra Barton**

[sbarton@bacsk8.org](mailto:sbarton@bacsk8.org)

**Wendell Franklin**

[wfranklin@bacsk8.org](mailto:wfranklin@bacsk8.org)

## ***A MESSAGE FROM THE ADMINISTRATIVE TEAM***

Dear BACS Caregiver(s):

On behalf of the teachers, staff, school board, and administration of Bronzeville Academy Charter, (BACS) I would like to welcome you and your child to our family. We are committed to quality developmental services for all our children. We appreciate the opportunity to become partners with you in your child's educational growth. We are especially grateful to be able to offer a safe, caring environment conducive to developing moral values.

Our objective is to provide an excellent education that will positively affect your child for the rest of his/her life. Without constant parental support, we cannot meet our objectives. I ask all concerned individuals to continue to do all in their power to help us succeed in these tough economic and socially challenging times.

This handbook is provided for you as a reference tool. It explains the major policies and procedures of Bronzeville Academy Charter School. Please read it carefully. There are a few policy and procedural standards that have been modified to keep pace with the changing issues affecting the operation of the school. Feel free to contact the office if you have any questions or concerns that are not addressed in this booklet.

Best regards,

BACS ADMINISTRATIVE TEAM

## ***WHAT IS A CHARTER SCHOOL?***

Charter schools are independently operated public schools that have the freedom to design classrooms that meet their scholars' needs. All charter schools operate under a contract with a charter school authorizer – usually a nonprofit organization, government agency, or university – that holds them accountable to the high standards outlined in the “charter.” It is common to see charter schools led by former teachers who wanted to take the lessons they learned in the classroom and apply those lessons to an entire school.

Each of the more than 7,000 charter schools is unique – both inside and out. Some focus on college prep, some follow a STEM curriculum, and others integrate the arts into each subject. Most charter schools are located in cities, but there are charter schools in suburban and rural areas as well. Some charter schools require uniforms, others have longer school days, and some teach their entire curriculum in two languages. The possibilities are endless, but charter schools aim to provide a range of options so that caregivers can choose the public school that best fits their child.

The reasons that caregivers choose charter schools for their children are just as unique as the scholars themselves. They choose charter schools because of the strong, dedicated teachers, because the school's focus matches their child's needs, or simply because their child was struggling in their assigned traditional public school and needed to try something new. Charter schools provide families with options in public education, allowing caregivers to take a more active role in their child's education.

**Bronzeville Academy Charter School is authorized by the Illinois State Board of Education.**

As of July 1, 2020, Public Act 101-0543 abolished the Illinois State Charter School Commission and transferred the existing charters under their authority to the Illinois State Board of Education (“ISBE”). As the authorizer for these schools, the State Board is responsible for ensuring these schools are following the Illinois Charter Schools Law and their charter agreements. This includes monitoring academic performance, fiscal health, and organizational governance. The State Board will also manage the renewal process of all state-authorized charters seeking to renew their charter agreements at the expiration of their terms.



## ***MISSION STATEMENT***

The Mission of Bronzeville Academy Charter School is to prepare scholars for academic success through college and beyond. We will provide transformative education through culturally rich STEAM, valuable extra-curricular activities, and sports programming. Our mission is to develop scholars into contributing members of a global community, through a nurturing, comprehensive, and meaningful education.

## ***VISION STATEMENT***

Our vision is to provide scholars with a safe, positive, and organized learning environment with clearly defined behavior expectations. Provide our staff with quality professional development that maximizes our scholar's potential and emphasizes Blended learning; ensuring scholars are well-equipped to meet the challenge of 21st-century learning.

## ***BACS BELIEFS***

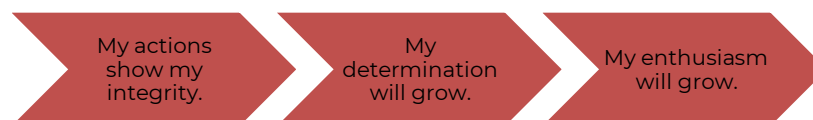
- We believe our scholars can learn and have an equal right to education.
- We believe that learning should be student-centered, relevant, and engaging.
- We believe that cultural differences and learning styles must be considered when planning lessons and activities, to ensure the academic success of all scholars.
- We believe our school's leadership will develop innovative and creative strategies that enhance the educational environment.
- We believe knowledge and application of current technology prepares students for tomorrow's world and beyond.
- We believe effective character education enhances the academic program.

## ***BACS HONOR CODE***

"I will not lie, cheat, steal or bully; and I will discourage others from such actions."

## ***BACS PRIDE STATEMENT***

**We walk with pride by respecting others.**



## ***SECTION II: GENERAL INFORMATION***

## **BACS 23-24SY CALENDAR**

This year, our school year begins Monday, August 21, 2023, and runs through Friday, June 7, 2024. Our extended daily hours and longer school year offer students: 1) opportunities to strengthen their knowledge and skills in the core academic subjects of literacy and mathematics; 2) options to develop their interests in leadership, the arts, digital media, and science; 3) homework help; 4) tutoring; and 5) mentoring.

### **AUGUST (9 Instructional Days)**

August 9 <sup>th</sup> & 10 <sup>th</sup>	NEW STAFF ORIENTATION
August 14 <sup>th</sup> – 18 <sup>th</sup>	Professional Development Days
August 21 <sup>st</sup>	1 <sup>st</sup> Day of School / Classes Begin

### **SEPTEMBER (19 Instructional Days)**

September 4 <sup>th</sup>	Labor Day – NO SCHOOL
September 21 <sup>st</sup>	Progress Report Distributed
September 22 <sup>nd</sup>	Staff Professional Day - <b>NO SCHOOL for Students</b>

### **OCTOBER (19 Instructional Days)**

October 9 <sup>th</sup>	Indigenous People's Day – <b>NO SCHOOL for Students</b>
October 20 <sup>th</sup>	End of the 1 <sup>st</sup> Qtr.
October 26 <sup>th</sup>	1 <sup>st</sup> Qtr. - Parent Teacher Conference - <b>NO SCHOOL for Students</b>
October 27 <sup>th</sup>	School Improvement Day - <b>NO SCHOOL for Students</b>

### **NOVEMBER (16 Instructional Days)**

November 10 <sup>th</sup>	Veterans Day - NO SCHOOL
November 17 <sup>th</sup>	Progress Report Distributed
November 20 <sup>st</sup> – 24 <sup>th</sup>	Harvest (Thanksgiving) Break - <b>NO SCHOOL for students</b>

### **DECEMBER (15 Instructional Days)**

December 21 <sup>st</sup>	End of the 2 <sup>nd</sup> Quarter
December 22 <sup>nd</sup>	School Improvement Day - <b>NO SCHOOL for Students</b>
December 25 <sup>th</sup> – 29 <sup>th</sup>	Winter Break- <b>NO SCHOOL for Students</b>

### **JANUARY (17 Instructional Days)**

January 1 <sup>st</sup> – 5 <sup>th</sup>	Winter Break- NO SCHOOL
January 15 <sup>th</sup>	Martin Luther King, Jr.'s Birthday - <b>NO SCHOOL for Students</b>

### **FEBRUARY (20 Instructional Days)**

February 8 <sup>th</sup>	Progress Reports Distributed
February 19 <sup>th</sup>	President's Day - <b>NO SCHOOL for Students</b>

### **MARCH (16 Instructional Days)**

March 1 <sup>st</sup>	½ Day for Students/Professional Development
March 22 <sup>nd</sup>	End of 3 <sup>rd</sup> Qtr.
March 25 <sup>th</sup> – 29 <sup>th</sup>	Spring Break – <b>NO SCHOOL for Students</b>

**APRIL (20 Instructional Days)**

April 1<sup>st</sup> School Improvement Day - **NO SCHOOL for Students**  
April 10<sup>th</sup> Parent/Teacher Conference - **NO SCHOOL for Students**

**MAY (22 Instructional Days)**

May 3<sup>rd</sup> Progress Report Distributed  
May 27<sup>th</sup> Memorial Day – **NO SCHOOL for Students**

**JUNE (4 Instructional Days)**

June 6<sup>th</sup> ½ Day/End of 4<sup>th</sup> Qtr. / Report Cards Sent Home / Last Day of School  
June 13<sup>th</sup> – 17<sup>th</sup> Emergency School Closing Days (if needed)

**Graduation**

Kindergarten Graduation ~ Thursday, May 30, 2024  
8<sup>th</sup> Grade Graduation ~ Friday, May 31, 2024

**Summer Academy/ESY**

TBD

**School Start Time: 8:15 am      School End Time: 3:30 pm**

## ADMISSION AND LOTTERY

Bronzeville Academy Charter School is a public charter school open to all Chicago scholars. We serve special education scholars, English Language Learners, gifted and talented scholars, and everyone else who applies. The only information required to apply to BACS is a scholar's name, proof of residency in Chicago, and contact information.

### **We Are Fair & Inclusive**

BACS does not discriminate based on race, color, gender, disability, age, sexual orientation, religion, ancestry, marital status, national or ethnic origin, or need for special education services.

### **We Are a Non-Selective School**

Bronzeville Academy Charter School is a non-selective enrollment school open to all Chicago scholars. Admission to BACS is determined through a random lottery. Test scores, grades, recommendations, or behavioral history will not be considered.

### **Overview**

Bronzeville Academy Charter School generally makes applications available year-round if seats are available. Applications are good for one year only. Applicants not admitted in one year must re-apply the following year. **All applicants must be residents of the City of Chicago.**

A public lottery is generally held in late March (if enrollment requires). After priority applicants have been admitted, any openings will be filled through a random lottery. Waitlists for each grade level will also be established through a random lottery.

When your child is selected for admission, you will be notified via email and asked to accept admission through our online application portal, [www.bacsk8.org](http://www.bacsk8.org). Complete the remaining online registration forms, submit required documentation online, and pay a \$25 non-refundable school fee. Please watch for this email notification. If you fail to respond by the deadline, you will lose your seat and be replaced by someone on our waitlist.

### **Enrollment Lottery Details**

In any given year, the number of applicants for a given grade level may exceed the total number of available seats. When this occurs, we hold a "lottery" to allocate those seats fairly. Any applicant's academic, behavioral, and enrollment record cannot be used to improve or diminish the chances of enrollment at the BACS through the lottery.

## REGISTRATION AND SCHOOL FEES

Bronzeville Academy Charter School manages its registration and fee payment through the main office or online at [www.bacsk8.org](http://www.bacsk8.org).

### Registration for the School Year

Login to [www.bacsk8.org](http://www.bacsk8.org). All registration forms are online and must be completed and signed to complete registration.

### School Fees

Registration will not be complete until the application fee (\$25) is paid. All school fees are currently posted on the school website. Caregivers should log into [www.bacsk8.org](http://www.bacsk8.org) to pay their child's fees.

School fees include but are not limited to costs of required textbooks and instructional materials, all charges and deposits collected by the school for the use of school property, charges or deposits for uniforms, costs for supplies for a particular class, and school records fees, and school health services fee.

The school fees include application, technology, gym uniforms, before and/or after care fees, etc.

The application and technology fees are non-refundable fees held for registration.

Barring scholars from participation in school activities or punishing scholars based on their caregiver's inability to pay school fees is prohibited by BACS policy and state and federal law. Examples of prohibited punishments include lowering grades, excluding scholars from classes or graduation ceremonies, and withholding diplomas.

### School Fee Waivers

Bronzeville Academy Charter School ("BACS") charges modest school fees to its scholars. For this policy, "school fees" or "fees" means any monetary charge collected by BACS from a scholar or caregiver(s) of a scholar as a prerequisite for the scholar's participation in any curricular or extracurricular program of the BACS. BACS is, however, committed to the goal of expanding learning opportunities for all scholars. BACS will work with families so that fees do not become barriers to participation in any curricular or extracurricular programs. BACS will also waive fees for Scholars in Temporary Living Situations ("STLS") and other special circumstances.

### Technology Fee

Yearly technology fee is \$40 per student.

## STUDENT RECORDS

### Policy Regarding Student Records

At Bronzeville Academy Charter School (BACS), scholar records are confidential and will not be released except as provided by law. BACS will manage all scholar records in compliance with the Illinois School Student Records Act, 105 ILCS 10/1 et seq. and the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g and 34 C.F.R. Part 99. Scholar records are any writing or other recorded information, regardless of format, maintained by BACS, at the BACS' direction, or by an employee of the BACS, by which a scholar may be individually identified, except as provided by state and federal law. BACS has a designated Official Records Custodian.

State and federal law grant scholars and their caregiver(s) certain rights, including the right to inspect, copy, and challenge scholar records. Scholars and parents will be provided notice of this policy annually upon enrollment and after that via the BACS Family Handbook and the BACS Website.

BACS may release directory information as permitted by law unless the caregiver or scholar provides written notice to the School Records Custodian that the scholar's directory information should not be released. This policy's accompanying procedures describe the process for submitting such notice. BACS may also release information from scholar records with caregiver consent; without caregiver consent to school officials with a legitimate educational interest in the information; to officials of another school that the scholar has enrolled or intends to enroll; in emergencies; and as otherwise permitted under state and federal law.

## TRANSPORTATION

### Drop-Off and Pick-Up

Scholars may arrive as early as **7:45 am** unless BACS offers a Before Care Program ("BCP"). If a program is offered for 2023-2024, caregivers will receive a notification informing them of the earliest arrival time. In addition, an after-school program ("ASP") may be offered as well. If a program is offered and scholars are enrolled, caregivers will receive a notification informing them of the latest pick-up time. Scholars are expected to remain in their assigned area until the class begins promptly at **8:15 am**. Please dress your child appropriately for the weather. We follow an inclement weather schedule that calls for outdoor dismissal unless there is excessive rain, snow, or wind, or the temperature is below 20° Fahrenheit.

### Students Walking or Taking Public Transportation

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

## **Student Transportation Services**

BACS *may* provide information on scholar transportation services to families. However, BACS takes no responsibility for the services offered by these companies.

### **Policy Regarding Transportation Assistance to Students**

**Purpose:** Bronzeville Academy Charter School, in compliance with Illinois Charter Schools law's requirement that charter schools provide "[a] description of how the charter school plans to meet the transportation needs of its scholar, and a plan for addressing the transportation needs of low-income and at-risk pupils," at this moment establishes the following policy.

Bronzeville Academy Charter School provides transportation for "eligible students" who participate in designated programs for which school bus transportation is available.

#### **Definitions:**

- a. Eligible Scholars. "Eligible scholars" means BACS scholars who require transportation due to a disability or a chronic health condition documented in their IEP or 504 plan, which prevents them from transporting to and from school in the same manner as their non-disabled peers.

#### **Policy Guidelines:**

1. Students with Special Needs.
  - a. Documentation from Caregivers. All parents or legal guardians of eligible scholars must submit documentation annually to support the need for transportation services, to be addressed in the student's IEP or 504 plan. BACS' Case Manager will collaborate with caregivers through the IEP and 504 process annually to review and submit the annual documentation to the state.
2. Scholars in Temporary Living Situations. BACS may also provide transportation support to meet the needs of Scholars in Temporary Living Situations and other scholars in need.
  - a. Monitoring. BACS monitors the provision of transportation services annually to Eligible Scholars. The annual reports are reviewed by BACS leadership to ensure that the transportation needs of BACS scholars are being and will be met.



## ATTENDANCE, TARDINESS, AND DISMISSALS

Bronzeville Academy Charter School is committed to providing a quality education for every scholar. Good school attendance plays a critical role in academic success. Scholars must be on time and present for school and each class.

At the beginning of the school year, if a scholar is absent for three consecutive days without notifying the school, the scholar will be dropped from BACS, and the spot will be opened for scholars on our waitlist.

### Excused and Unexcused Absences

#### Valid reasons that a scholar is to be absent:

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

For an absence to be excused, it must be verified according to the Illinois School Code. To verify an absence, the child's caregiver requires the following steps:

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

#### Undocumented absences are unexcused.

Scholars are not permitted to participate in after-school activities or functions if they are absent on the same day.

If possible, scholars are encouraged to make medical or other appointments after school hours or on the weekends.

#### Making Up School Work for Excused Absences

For excused absences, make-up work must be allowed, and generally, scholars are given as many days to turn in work as they were absent. For example, if a scholar were absent for two days, they would have to turn in make-up work within two days of returning to school unless additional arrangements are made with the instructor.

## Truancy

Continuous daily attendance is necessary for overall student success in school. We are committed to all of our students having a 90% or higher attendance rate. Parents/guardians are expected to stay in communication when a student is out for any reason. When attendance issues arise, interventions will take place to support improving student attendance.

In the State of Illinois, when a student has (9) or more unexcused absences, the student is considered **chronically truant**.

When a student has (18) or more absences, excused or unexcused, the student is considered **chronically absent**.

A member of our team will communicate with parents/guardians regarding their child's absences via emailed attendance notices during the school year. These notices are sent on the 5th and 9th days of unexcused absences and the 10th, 15th and 18th days of overall absences.

If a student's attendance does not improve after notices have been sent, the following interventions may take place; a follow-up phone call, a parent/staff meeting held at school, a referral to the truancy intervention program with a meeting held.

## Student Arrival

Scholars that report to school at 8:00 am must report to the cafeteria, through Door 3, and remain there until they're dismissed to their homeroom from universal breakfast.

## Tardiness

Scholars are considered tardy when not in their scheduled classroom at the start of class. If a scholar is late to school, the student must report to the assigned **Check-In Location** before going to class to obtain a tardy slip. Excessive tardiness will be counted as absences as outlined in the attendance policy.

## Early Dismissals

Please do not take your child out of school before dismissal time. In the rare event that a scholar needs an early dismissal, the following procedures must be followed:

1. The caregiver, on record in the main office, must come and sign the scholar out of school.
2. The scholar must get work from all missed classes before departure and make up for all missed work.

## EARLY DISMISSAL POLICY & PROCEDURE

### Drop-Off and Pick-Up

BACS expects timeliness for both drop-off and pick-up. BACS is not responsible for scholars that remain on campus after building hours. Failure to comply with this expectation will lead to action from the school administration.

### Late Pick-Up Fine

School is dismissed at 3:30pm, and all parents are expected to pick up their children on time. Parents/guardians who pick up their children after 3:45 pm will be assessed a late fee of \$5.00 per hour, which is due upon arrival the next school day. If scholars are enrolled in After School Programs (ASP) at BACS, caregivers will be granted a fifteen-minute grace period at the end of the ASP dismissal time. If caregivers are more than fifteen minutes late, they will be assessed a \$5.00 (per hour) late fee, which is due upon arrival the next school day.

### Leaving Campus/Closed Campus Policy

Bronzeville Academy Charter School has a closed campus policy; scholars are **not** permitted to leave campus during the school day, from arrival through dismissal. Students are not to be on campus before the campus opening time or after 3:30 pm unless they attend an authorized school activity. If scholars are waiting for an activity, they must stay in a pre-designated area. This policy also applies when students participate in physical education activities off-campus or on field trips beyond the school property. Scholars are to always remain under the supervision of adults. Scholars are **not** allowed to order lunch to be delivered to the campus, nor are they allowed to operate school appliances. Any student not abiding by these rules will be subject to disciplinary action as outlined in the Student Code of Conduct.

## NUTRITION

Bronzeville Academy Charter School is committed to providing nutritious meals for students to aid them in their academic success. BACS will contract with Gourmet Gorilla as our National School Lunch Program vendor for the 2023-2024 school year. Learn more about Gourmet Gorilla at <https://www.gourmetgorilla.com>.

### Breakfast

Breakfast is available for all BACS scholars at no cost before school. BACS Breakfast is served at 7:45 am. In the cafeteria.

### Lunch

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

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

## **Snacks**

Snacks are only allowed in the Kindergarten Classrooms. Snacks must be store-bought, should be nutritious, and nut-free. ***Scholars may not bring homemade snacks to share with classmates.*** Excellent, nutritious, and tasty snack food choices are fruits, vegetables, cheese sticks, crackers, and applesauce. Junk food should not be brought to school and is not acceptable for snacks or celebrations. Check with teachers to determine acceptable foods. Snacks must be individually wrapped to protect scholars from transmissible diseases and viruses.

## **Beverages**

Milk is usually served with breakfast and lunch. If your child is unable to drink milk, please note this on the medical form. BACS provides one water bottle at no cost, and access to purified drinking water throughout the day. Scholars are responsible for maintaining their water bottles and will be responsible for paying for a replacement if the original water bottle is lost or damaged. ***Energy drinks are considered unsafe and unhealthy and should not be allowed to be brought to school.***

## **Fee Waiver Application**

During the first week of school, all students will bring home the Universal Family Income form. Families are required to fill out the entire application. Breakfast and lunch are free for all regardless of income.

## **UNIFORMS**

Students are expected to dress the part to prepare for college and beyond. All clothing should be appropriate and clean. We rely on parents/guardians to monitor school clothing.

## **K-3 Grades**

### **Tops and Outerwear**

- Scholars must wear a short- or long-sleeve ***Burgundy*** (Maroon) shirt.
- Only school monogrammed crewneck sweatshirts are allowed. ***Hoodies*** are not allowed.
- Scholars must tuck their shirts into their pants/shorts.

### **Bottoms**

- Acceptable bottoms consist of solid Black pants (jeans or khakis - no leggings, jeggings, yoga pants, etc.) skirts, jumpers, or appropriate shorts (must come to the knees) in warmer weather.
- Skirts, dresses, and shorts should not exceed a measurement of two inches above the knee.
- Belts are to be worn with uniform pants and shorts if pants do not have a drawstring.
- Scholars must wear their gym uniform (Campus sweats only) on their designated gym days.
- Leggings are not permitted.

### **Shoes**

- Scholars are to wear **Black** gym shoes, casual, or dress shoes.
- Open-toed shoes—such as flip-flops or sandals—are not permitted.
- Croc or croc-like shoes are not permitted.
- Shoelaces must be always tied.

### **Head Coverings**

- Headgear of any kind may not be worn in the building, including hats, sweatbands, caps, scarves, headbands, hairnets, and bandanas. Exceptions will be made when the covering is indicative of a religious belief or practice.

## **4-8 Grades**

### **Tops And Outerwear**

- Students must wear an unaltered **Grey** short- or long-sleeve school shirt or crewneck sweatshirt each day with the school logo.
- Coats, non-school sweatshirts, or any other outerwear are not to be worn in school and should be stored in the student's locker.
- Shirts must be tucked in whenever students are on school grounds.

### **Pants/Skirts**

- Students must wear Black pants, slacks (jeans or khakis - no leggings, jeggings, yoga pants, etc.) or skirts (non-form fitting)
- All pants with loops must be worn with an accompanying black belt.
- Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level.
- Skirts must be knee-length or longer and may not have high slits nor are form fitting.
- Skorts are not allowed.
- Leggings, jeggings, yoga pants, etc., are not permitted.

### **Shoes**

- Scholars are to wear **Black** gym shoes, casual, or dress shoes.
- Open-toed shoes—such as flip-flops or sandals—are not permitted.
- Croc or croc-like shoes are not permitted.
- Shoelaces must be always tied.

## **Physical Education & Wellness Uniform**

Scholars must wear BACS Physical Education and Wellness Uniforms in order to participate. A scholar may wear activewear to participate but will be issued a demerit for each piece that is not part of the BACS Physical Education and Wellness uniform. Uniforms can be ordered through the main office.

### **Jewelry**

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

### **Head Coverings**

- Headgear of any kind may not be worn in the building, including hats, sweatbands, caps, scarves, headbands, hairnets, and bandanas.
- Head covering is allowed when indicative of a religious belief or practice.

## **STORAGE AND BAGS**

### **Lockers**

Each scholar is allowed the use of a locker for the school year. The scholar's locker is school property and is subject to search by school officials. All locks must be school locks; any other lock will be removed without notice. Scholars must keep their lockers locked at all times. Scholars are only allowed to use the locker assigned to them. Scholars are responsible for all contents found or placed in their assigned locker. If any scholars misplace their lock, they can obtain their locker combination from their advisory teacher.

### **Cell Phones/Electronic Devices**

We know that cell phones and other electronic devices are very appealing to children and can be beneficial in helping us keep track of our children. But we also know that they can distract students and make it easy for them to access content that is not meant for them. The following rules are in place to ensure a productive educational environment. Cell phones are not allowed on school premises for students in grades 4-8. This policy may be updated as circumstances deem it necessary.

## **AFTER SCHOOL**

Unless scholars are enrolled in the after-school program, they must leave the school immediately at dismissal time. The after-school programs are designed to help scholars achieve academic success and develop positive values, high self-esteem, healthy habits, and a sense of purpose.

All participants are provided with:

- After-school snack
- Homework help
- Academic enrichment
- Arts and crafts

- Team building
- Recreation
- Educational incentives

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

## **GRADES AND REPORTS**

### **Progress Reports**

Progress reports are issued every five weeks. Progress reports are sent home with students at the halfway point of each of our four academic quarters. These reports must be signed and returned to the homeroom teachers. Progress reports are an excellent tool for evaluating scholar progress and assisting scholars in making improvements before the end of each term. While grades are updated weekly through the school website, progress reports are distributed throughout the year.

### **Report Cards**

Report cards will be issued four times per year. Parent-Teacher Conferences will be held at the end of the first and third reporting periods. Final report cards will be distributed in June. Parent/Guardian attendance at the conferences is mandatory.

## **PROMOTION, RETENTION, AND GRADUATION POLICIES**

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

- The scholar, not due to a documented disability, is reading below grade level on the NWEA MAP assessment and/or the Illinois Assessment of Readiness.
- The scholar is one year below grade level in mathematics on the NWEA MAP assessment and/or the Illinois Assessment of Readiness.
- The scholar has received an F (does not meet) in reading or mathematics for two terms on the report card.
- Past history indicates no previous retention(s).
- An inordinate number of absences (18 or more) has occurred.
- Appropriate tiered interventions, including Tier-3 interventions, have been provided and documented.

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

Final decisions on promotion/retention are based on a balance of grade-level standards, core

subject performance, and attendance. Scholars that meet those criteria are promoted to the next grade.

### **Promotion Requirements:**

In Illinois, there are no strict requirements for scholars to determine if a scholar may be promoted. However, at BACS we adhere to these guidelines:

- Must have at least 90% attendance
- Grade of A, B, or C in all core classes. If a scholar's GPA is below 2.0 on a 4.0 scale, they must attend summer school to be considered for promotion.

Final decisions on promotion/retention are made by administration and teachers, in the best interest of scholar learning.

### **8th Grade Graduation and EOY Activity Participation:**

Participation in graduation-related events and Rites of Passage is a privilege, not a right. Scholars must earn the right to participate in these events by:

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

### **Summer Academy**

Scholars who have *more than 18 unexcused absences and a grade point average of less than 2.0* on a 4.0 scale will be required to attend Summer Academy. If they pass that class during summer school, they will be eligible for promotion to the next grade level.

### **Retention**

Scholars are not retained at BACS in an effort to punish them. Scholars are retained because we do not believe in sending them to the next grade level if they do not have the skills, knowledge, and habits to be successful at the next level. We believe that scholars are better served when they repeat a grade level in order to catch up on these skills, knowledge, and/or habits, rather than being promoted and falling further behind.

*However, scholars are retained according to the following guidelines:*

- If a scholar is required to complete summer academy and fails their summer academy class, they may be retained.
- Scholars who have failed to meet the promotion requirements are eligible to be retained.



## ACADEMIC HONESTY POLICY

A scholar may be instructed to work on an assignment as an individual. At BACS, we expect students to follow the instructions of their assignment and do the work on their own.

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

At BACS, scholars are expected to do their own work and are judged by that work. The copying of the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Plagiarism and cheating will not be tolerated. These are defined as follows:

### ***Deliberate plagiarism:***

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

### ***Accidental plagiarism:***

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

### ***Cheating:***

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

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

***First offense***

- a. Automatic zero (“0”) on the assignment/assessment
- b. Detention
- c. Teacher / student / parent conference

**Second offense**

- a. Automatic zero (“0”) on assignment
- b. Possible failing grade for the course
- c. Suspension (1—5 days)

## **DIVERSE LEARNER (SPECIAL EDUCATION) AND SUPPORTS**

### **Section 504**

The Special Education Director and Case Manager are the 504 Coordinators for Bronzeville Academy Charter School. The 504 Coordinator may be contacted through the main office, 4930 S. Cottage Grove., Chicago, IL 60615. The phone number is 773-285-8040. These team members may be reached between the hours of 8:00a.m. and 4:00p.m. Monday through Friday.

### **Child Find**

Bronzeville Academy Charter School is required to identify, locate, and evaluate children with disabilities who attend the school. Child Find also applies to children who have progressed from grade to grade, however, may be “suspected” of having a disability.

The school will conduct a comprehensive review of the student’s strengths and weaknesses, both at home and at school. The purpose is to understand how we can help the student better reach his/her potential. It does not always result in a student being referred to special education. The team is composed of individuals who are connected to the student (parents, teachers, administrators, etc.) who collectively identify the student’s potential and areas of unrealized achievement to then develop strategies for helping the student in the areas identified.

### **Suspension and Expulsion of Students with Disabilities**

A special education student may not be disciplined for misconduct which was caused by, or had a direct and substantial relationship to, the child’s disability; or the direct result of the school’s failure to implement the individual education plan (IEP). A student may be suspended up to 10 school days in one school year. Prior to the 11th cumulative day of suspension, a Manifestation

Determination Review (MDR) will be convened. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's IEP or accommodations, when necessary.

### **Procedural Safeguards for Discipline of Scholars With Disabilities Impairments**

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before and after school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with nondisabled 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 more than 10 school days in the school year in certain circumstances. To determine whether the circumstances permit a suspension more than 10 days per school year, consultation by the BACS Specialized Services Department and the BACS Department of Procedural Safeguards is necessary. Without such consultation and approval from the BACS Department of Procedural Safeguards, 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:**

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 the parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

#### **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:
  - I. 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
  - II. The conduct in question was the direct result of the school's failure to implement the student's IEP.
- B. Review and revise, if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the 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 a free and appropriate public education.

All MDRs are subject to legal review by the BACS Department of Procedural Safeguards. All procedural safeguards are equally applicable to those students with 504 plans.

### **Social/Emotional Needs of Students**

We encourage our students and their parents to seek the support of practitioners, doctors, and therapists when the need arises. There may also be times that the faculty perceives that outside help is needed and will suggest or require that the student receive outside professional treatment. If a student is in or begins a therapeutic relationship that is related to the student's school life, we require that a Consent Form for Exchange of Information—allowing communication between the school and the care provider—be completed and filed with the school's main office.

We wish to support the student's active engagement in the therapeutic process, and we have found that sharing appropriate information is helpful during treatment. Parents must provide full disclosure regarding previous or ongoing therapy. Lack of full disclosure about a student's social, emotional, or mental condition or treatment, whether in the admissions process or during the time a student is enrolled will keep BACS from helping the student reach his or her full potential.

### **ELL Program Objectives**

- To teach the English language, including oral language (receptive and expressive), literacy (reading/writing), and skills for content area achievement, to enable the student to function effectively in the school community.
- To facilitate the process of acculturation and promote growth in self-esteem. To aid the classroom teacher in assessing the student's ability, modifying the instructional approach, planning classroom activities, issuing progress reports, and participating in parent-teacher conferences.

### **Placement Procedures for English Language Learners (ELLs)**

- Parents or legal guardians of all Bronzeville Academy Charter School students will fill out a Home Language Survey.
- All Home Language Surveys will be reviewed, and the school clerk will make copies and give them to the ESL teachers, when applicable.
- Depending on the responses to the questions on the Home Language Survey, the ESL teacher may need to screen a student's English proficiency to determine if he/she is limited English proficient and eligible for ESL services.
- If a student is eligible for ESL services, the family and the teacher will be informed. The principal will assign grade placement, taking into consideration the ESL teacher's recommendation.
- The length and frequency of ESL sessions is based on a student's English proficiency level.

## **Exit Policy**

In keeping with the Illinois State Guidelines, each student's English language proficiency will be assessed annually using the IL Assessing Comprehension and Communication in English from State-to-State for English Language Learners (ACCESS) test, which usually takes place in January/February. Students will automatically exit the ESL program when the Illinois State Board of Education deems them proficient enough in English to function effectively in their classrooms. This is determined through several sections of the ACCESS test scores (literacy and composite proficiency levels).

Once the student is exited, his/her progress will continue to be monitored by the ESL teacher for at least two years. The ESL cumulative record will be placed in the student's temporary file. In this way, the classroom teacher will be aware that a student has been an ESL student and will know to call upon the ESL teacher should the need arise.

## **Multi-Tiered Systems of Support**

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

- Targeted Personalized or Group instruction in the general education classroom.
- Targeted Personalized or Group instruction outside the classroom.
- Tutoring.
- Small group social skills instruction in or outside the classroom.
- Personal or Group counseling.
- Personalized Behavior Intervention Plans ("BIPs").

Progress monitoring will be implemented to assess both the learning rate and level of performance of individual scholars. Educational decisions about the intensity and duration of interventions are based on individual scholars' responses to intervention. MTSS is designed for use when making decisions in both general education and special education domains.

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

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

1. Discuss the concern directly with the teacher or other authorized staff members. If no satisfactory action is taken, proceed to Step 2.
2. If the concern continues to exist, contact the Director of Special Education and Scholar Supports, Rebecca Parker at [rparker@bacs8.org](mailto:rparker@bacs8.org).
3. If the caregiver is not satisfied with the decision made by the Director of Special Education and Scholar Supports, they should discuss the issue directly with the Principal or administrative designee.

## **Multi-Tiered Systems of Support Team**

MTSS is a collaborative effort to intervene early in ways that help children learn and progress. The team is composed of the Principal, Assistant Principal, Teacher, Social Worker, Resource Teacher, School Psychologist, and any other stakeholder important to the scholar's success.

Scholars having difficulty progressing are identified. The team develops a plan to help the scholar progress. Progress is monitored and the team revises the plan if needed. The MTSS Team meets weekly throughout the school year. **The MTSS Team is not a Special Education entity.** The MTSS Team puts plans in place to help students move forward. If plans fail to help, further evaluation may be recommended.

## **SAFETY AND SECURITY**

Bronzeville Academy Charter School is committed to the safety and security of its scholars. There are numerous policies in place to ensure these goals are met.

### **Emergency School Closing**

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

Parent/Guardian(s) will be notified in the event children must be dismissed before the end of a school day due to an emergency.

### **Fire and Disaster Drills**

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

### **School Security**

There are full-time security staff at the main entrance. All visitors are required to sign in, submit to a Quick-Scan background check, and receive a Visitor's Pass. Before exiting, all visitors are required to sign out and return the pass. **All visitors must successfully pass the background check and follow all safety and security protocols when visiting the BACS campus.**

## Visitor Policy

All visitors to the premises, buildings, and grounds of the Bronzeville Academy Charter School campus are expected to conduct themselves in a manner consistent with this policy. For purposes of this policy, a “visitor” is defined as any person other than an enrolled student or employee.

- A. All visitors to campus are required to report to the main administrative office or designated area and receive permission to remain on school property. All visitors must sign a visitors’ log and wear a visitor’s badge. When leaving the school, visitors must return their badges and sign out. On those occasions when large groups of individuals are invited onto school property, visitors are not required to sign in but must follow instructions given by the school administration. ***Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.***
- B. Any person wishing to formally confer with a staff member, including a parent, should contact that staff member by using the main office telephone or emailing the employee’s bacsk8.org email address to make an appointment. Conferences with teachers may be held before school, during the teacher’s preparation period, and/or afterschool. Parent/Guardians should refrain from contacting, calling, or texting the employee’s personal cell phone or employee’s personal email.
- C. Any staff member may request identification from any person on the grounds or property of Bronzeville Academy Charter School. The Principal or designee shall seek the immediate removal of any person who refuses to provide the requested identification.
- D. Bronzeville Academy Charter School expects mutual respect, civility, and orderly conduct among all people on its campus, at a school event, or in any communication in connection with school business, whether in person, by phone, email, or another format. No person on a school campus, at a school event, or when communicating on school matters (including visitors, parents, scholars, and employees) shall:
  - 1. Strike, injure, threaten, harass, or intimidate a staff member or any other person.
  - 2. Use vulgar or obscene language.
  - 3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
  - 4. Damage or threaten to damage another’s property.
  - 5. Damage or deface the property of the Bronzeville Academy Charter School.
  - 6. Violate any Illinois law, Cook County, or City of Chicago ordinance.
  - 7. Smoke or otherwise use tobacco products.
  - 8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs.
  - 9. Impede, delay, disrupt, or otherwise interfere with any school activity or function of the Bronzeville Academy Charter School.
  - 10. Enter upon any portion of the premises of Bronzeville Academy Charter School at any time for purposes other than those that are lawful and authorized; or
  - 11. Engage in any conduct that interferes with, disrupts, or adversely affects Bronzeville Academy Charter School

12. Any person who engages in any prohibited conduct may be asked to leave the premises of the Bronzeville Academy Charter School and the police may be contacted as appropriate.  
In the case of aggravated or repeated conduct in violation of this policy, BACS reserves the right to ban visitors from school, school events, telephonic, or other electronic communication.

## **HEALTH BASICS**

### **Health Services**

Bronzeville Academy Charter School employs nurses, psychologists, and other specialized professionals, such as speech pathologists. Additional professional services are obtained on a case-by-case basis when required.

At the beginning of each school year, a Medical Information Form is sent home for caregivers to update the medical status of their child(ren). It is the responsibility of caregivers to keep the school informed of any changes in the medical condition or medication of the children. This form must be completed and returned to the school at the latest one week from the scholar's first day of school. Failure to supply the completed form is a serious matter.

### **Physical Exams**

According to the School Code of Illinois, physical examinations are required of all children prior to entering school for the first time, kindergarten or the first grade, and sixth grade. By law, children cannot be allowed to enroll and are excluded from school until this requirement is met. Physical exams must be signed and dated by a physician. The form must be up to date with a doctor's signature, less than a year old. Forms are available in the office.

### **Immunizations**

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

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

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

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



note that fact on the examination form. Caregivers objecting to the physical exams or immunizations on religious grounds must submit a signed statement to the Principal detailing the grounds for the objection.

### **Dental Exams**

Dental exams are required for all new enrollees, kindergarten, second grade and 6th grade students. It is recommended that all children have a dental exam.

### **Medical Exclusions**

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

### **Lice and Ringworm**

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

### **Vision and Hearing Screening**

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

### **Student Emergency Information**

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

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

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

- First aid will be administered according to school-approved procedures.
- If your child is alright, they will return to class.
- In the absence of the nurse in the building, we will contact the caregiver with a note or phone call.

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

- First aid will be administered according to school-approved procedures.

- Caregiver(s) will be contacted, and once arrangements have been made with you, your child will be allowed to leave the school with you or your designee.

If you cannot be reached, the emergency contact number will be called.

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

If your child needs immediate medical attention, the following steps will be taken:

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

## **ADMINISTERING MEDICINE TO STUDENTS**

This policy establishes guidelines and procedures regarding the administration of medicine to Bronzeville Academy Charter School, (“BACS”), scholars at school.

In general, BACS scholars should not take medication during school hours or during school-related activities unless it is necessary for a scholar’s critical health and well-being. When a BACS scholar’s licensed health care provider and caregiver(s) believe that it is necessary for the scholar to take medication during school hours or school-related activities, the caregiver must give written consent for BACS to dispense the medication to the child and otherwise follow the school’s procedures on dispensing medication.

No BACS employee shall administer to any scholar, or supervise a scholar’s self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the scholar’s caregiver to the Principal and school nurse. The scholar’s caregiver(s) must sign School Medication Authorization Forms.

No BACS scholar shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any BACS employee from providing emergency assistance to students, including administering medication. In the case of a medical emergency, BACS employees shall also call 911.

### **Self-Administration of Medication**

A BACS scholar may, for self-administration, possess an epinephrine auto-injector, (commonly called an “epi-pen”), and/or asthma medication prescribed for use at the scholar’s discretion, provided the scholar’s caregiver has completed and signed a Self-Administration Form which is on file at BACS. An Action Care Plan should also be developed by the health care provider for

the scholar and provided to BACS. The prescription for the scholar's medication shall also be provided to the campus by the health care provider and included in the scholar's file to ensure that the correct medicine is provided to the appropriate scholar. BACS shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a scholar's self-administration of medication or epinephrine auto-injector or the storage of any medication by BACS personnel. A scholar's caregiver(s) must indemnify and hold harmless BACS and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a scholar's self-administration of an epinephrine auto-injector or medication, or the storage of any medication by BACS personnel.

### **Administration of Other Medication**

All non-self-administered medications other than epinephrine auto-injectors and medication prescribed for asthma must be dispensed or administered to the scholar by the BACS Certified School Nurse ("CSN") or trained designee.

### **Employee Rights in Administering Medication**

Teachers and other non-administrative BACS employees, except certified school nurses and non-certified registered professional nurses, are not required to administer medication to BACS scholars, although they may do so voluntarily.

### **Implementing Procedures and Notification of Policy and Procedures**

The BACS administration shall promulgate procedures to implement this policy. Any possession, administration, dispensing of, or other use of medication on school grounds or at school-related functions must follow this policy and any implementing procedures.

This policy shall be included in the BACS Family Handbook and a copy of this policy, its implementing procedures, and the "School Medication Authorization Form" shall be provided to the caregiver(s) of all scholars within 15 days of the beginning of each school year or, in the case of a transfer scholar, within 15 days of starting classes at BACS. A copy of this policy and its implementing procedures will also be kept in the main office.

### **Administering Medicine: Procedures**

The caregiver of a scholar who needs to be dispensed medication during school hours or during school-related activities must provide to the Principal and certified school nurse a School Medication Authorization Form signed by the caregiver(s) and the scholar's health care provider. All medication should be brought to and stored in a safe, secure location in the main office. Prescription medication must be brought to the school in the original package or appropriately labeled container with the prescription label containing the scholar's name, prescription number, medication name and dosage, the time the medication should be taken, administration directions, licensed prescriber's name, and pharmacy name, address, and phone number.

Non-prescription medications shall be provided in the manufacturer's original container with the label indicating the ingredients and the scholar's name affixed.

Medication that is not self-carried shall be stored in a secure drawer or cabinet not accessible to the general public. Medications requiring refrigeration shall be refrigerated in a secure area.

The nurse or administrator providing the medication shall document each dose of the medication in the scholar's individual health record. Documentation, including digital documentation, shall include the date, time, dosage, route, expiration date, and the signature of the person administering the medication or supervising the scholar in self-administration.

Caregivers will be given an opportunity to pick up any unused medication at the end of the school year. The school nurse will properly discard any medication not picked up at the end of the school year.

### **Self-Administration**

In order to allow a BACS scholar to self-administer and self-carry asthma medication or an epinephrine auto-injector, a caregiver must provide the following:

1. A Self-Administration Form signed by the caregiver and the scholar's licensed health care provider.
2. For asthma medication, the prescription label must contain the name of the medication, the prescribed dosage, and the time at which or circumstances under which the medication is to be administered. For the self-administration or self-carry of an epinephrine auto-injector, a written statement from the scholar's health care provider containing the name and purpose of the epinephrine auto-injector, the prescribed dosage, and the time or times at which or the special circumstances under which the epinephrine auto-injector may or must be used.

This information will be kept on file in the main office. The permission for self-administration and self-carry is only effective for the school year for which it was granted, and the caregiver(s) must submit new authorization and medication information each school year in order for permission to be extended each year.

If the provisions of this procedure are met, the scholar may self-administer and self-carry: (1) while in school; (2) while at a school-sponsored activity; (3) while under the supervision of school personnel; or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property or while being transported by a school bus/van.

### **Procedures Related to the Care of Students Diagnosed with Asthma and/or Allergies**

Annually, the caregiver(s) will provide an Asthma Action Plan or Allergy Action Plan for a scholar who has been diagnosed with asthma or allergies. The Asthma Action Plan or Allergy Action Plan will be kept in a file in the main office. Copies of the plan(s) or portions thereof will be distributed digitally or otherwise to appropriate school staff who interact with the scholar on a regular basis, and, if applicable, may be attached to the scholar's federal Section 504 plan or individualized education program plan.

BACS will also adopt an Asthma/Allergy Episode Emergency Response Protocol that includes the components of the Illinois State Board of Education's model protocol.

Every two (2) years, BACS personnel who work with scholars shall complete an in-person or online training program on the management of asthma and/or allergies, the prevention of asthma symptoms, and emergency response in the school setting.

### **Procedures Related to the Care of Scholars Diagnosed with Diabetes**

A BACS scholar who has been diagnosed with diabetes will have their care managed in accordance with the scholar's Diabetes Care Plan. BACS shall annually train at least one employee in the care of scholars diagnosed with diabetes pursuant to the Illinois Care of Students with Diabetes Act, see 105 ILCS 145. A scholar will be allowed to self-carry and self-administer medication as authorized by the scholar's Diabetes Care Plan.

### **Disposal Procedures**

BACS nurses will annually develop and/or review, and then follow a "sharps" disposal procedure in accordance with state regulations.

## **ATHLETIC POLICY**

BACS provides scholars with the opportunity to participate in extracurricular athletic teams. These sports require scholars to be in good physical shape and condition. Scholars are expected to participate in strenuous activities that demand physical strength and endurance.

While participating in an extracurricular sport, the risk of injury can be significant and scholar-injuries could result in broken bones, partial or total paralysis, or even death. Because of the possibility of serious injury or death, scholars must have a caregiver's consent to participate on an extracurricular athletic team.

By signing the consent form, scholars, and caregivers release Bronzeville Academy Charter School ("BACS") employees, and the Schoolmates Corporation from any claim of negligence and liability arising from claims for damages for injury to scholar-athletes and any claim for loss of, or damage to, a scholar-athletes property which may arise out of their participation on an extracurricular athletic team.

## **AMERICANS WITH DISABILITIES ACT POLICY**

### **Notification to the Public**

Bronzeville Academy Charter School welcomes scholars, caregivers, employees, and community members with disabilities. For information about how to obtain accommodations for classes, activities, and events, please contact the Principal.

BACS is wheelchair accessible and has an elevator to allow access to the upper floors. In the event the elevator is non-operational, classes that have scholars who have an impairment and limited mobility will be moved to the 1st floor.

## **PARENT COMPLAINT PROCESS**

Caregivers are expected and encouraged to be active participants in their child's learning. If a caregiver has any concerns or feels their scholar is not being duly served by Bronzeville Academy Charter School, BACS staff will work with the caregiver according to the procedure below to address and resolve these concerns:

1. A caregiver should first contact the leadership team to discuss concerns. The administrative team will work with the caregiver to address and resolve the issue.
2. If a caregiver has reached out to their child's principal but still feels concerns have not been resolved, the parent should then contact the BACS CEO.
3. BACS leadership will listen to the caregiver's concern and contact the campus to 1) inform the Principal that the parent contacted BACS leadership regarding the issue, 2) share the caregiver's concern, and 3) ask the principal to make a second attempt to identify a solution.
4. If a caregiver still feels the issue is not resolved after the school makes a second attempt, BACS leadership will work directly with the caregiver to attempt to resolve the issue.

## **PARENTAL ACCESS TO INFORMATION**

Bronzeville Academy Charter School ("BACS") will communicate the following information to caregivers in written and presentation form on an annual basis:

- Common Core State Standards.
- Student achievement standards.
- Student achievement monitoring systems.
- Student assessment.
- Title I policies and procedures.
- Schedule of parent-teacher conferences and academic school-wide and grade-level events.

## **FAMILY, SCHOLAR, AND SCHOOL AGREEMENT**

The Mission of Bronzeville Academy Charter School is to prepare scholars for academic success through college and beyond. We will provide transformative education through culturally rich STEAM, valuable extra-curricular activities, and sports programming. Our mission is to develop scholars into contributing members of a global community, through a nurturing, comprehensive, and meaningful education. We commit to fulfilling the following expectations and ask families to make commitments to fulfill expectations in return.

**Every caregiver and scholar can expect the Bronzeville Academy Charter School to:**

1. Provide a safe and respectful school environment that supports scholars in working hard, learning deeply, and achieving at high levels.
2. Provide families with regular updates on their children's progress toward their documented annual academic goals.
3. Send school newsletters home at least monthly during the academic year.
4. Contact caregivers promptly in the event of an emergency.
5. Provide families with workshops and other opportunities to learn more about how to support the academic, social, emotional, and healthy development of children.
6. Model and teach respect, responsibility for learning, responsive listening, collaboration, appreciation, goal setting and planning, self-assessment, problem-solving, and conflict resolution.
7. Create viable opportunities to train and foster scholar leadership.
8. Provide scholar access to extended learning experiences (e.g., Summer Academy, Saturday Enrichment, etc.) to support scholar learning as appropriate by grade level and campus context.
9. Create a learning environment that is culturally relevant and creates opportunities to engage in meaningful learning experiences in the communities surrounding the BACS campus, and the community stakeholders who reside there.
10. Foster a campus environment that encourages volunteerism and parent engagement.
11. Provide high-quality, rigorous differentiated instruction, including MTSS supports, based on individual student abilities, and needs to achieve academic success.
12. Recruit and train a cadre of highly qualified and committed staff that is committed to promoting a college-going culture.
13. Return all phone calls and emails within 48 business hours.
14. Communicate with the teacher on a regular basis, including returning all school-related correspondence within 48 hours and attending ALL caregiver-teacher conferences.
15. Inform the school of a change of address or telephone number and return immunization records, birth certificates, hearing and vision screenings, and proof of address as requested by the school.

**The Bronzeville Academy Charter School ("BACS") expects scholars to:**

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

## ***SECTION III: CODE OF CONDUCT***



## **STUDENT RIGHTS**

Bronzeville Academy Charter School believes in and promotes the idea of free, accessible, high-quality public education. The safeguard and advocacy of student and family rights are foundational to our culture, along with creating and maintaining safe and nurturing school environments where excellence in education is the norm. This atmosphere is essential to the overall state of student health, prosperity, and a prerequisite to learning.

Each parent/guardian and student will be required to attend an orientation session to review the Bronzeville Academy Charter School Student Bill of Rights, where they will sign an Acknowledgement of Receipt of the Policy. Parent/Student meetings will occur throughout the school year as necessary to review and/or amend the Student Bill of Rights Policy and practice. Strict records will be kept for all documents and meetings.

## **SCHOOL COMMITMENTS REGARDING THE SCHOLAR CONDUCT POLICY**

Bronzeville Academy Charter School is committed to an instructive, corrective, and restorative approach to responding to scholar misconduct. If misconduct incidents arise that threaten scholar and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind the scholar misconduct. In accordance with this Scholar Conduct Policy, all responses to scholar misconduct should be applied by School administrators, teachers, and staff respectfully, fairly, consistently, and in a manner that considers scholars' instructional time whenever possible.

Among the many possible disciplinary interventions and consequences available to the School, school exclusions, such as out-of-school suspensions and expulsions, are the most serious. BACS will strive hard to minimize the number and duration of expulsions, suspensions (in or out of school) to the greatest extent practicable and they shall be used only for legitimate educational purposes. Unless otherwise required by federal or state law, the School will not institute zero-tolerance policies requiring the suspension or expulsion of scholars for particular behaviors. Furthermore, the School will not advise or encourage scholars to drop out voluntarily due to behavioral or academic difficulties.

A scholar is subject to disciplinary action for engaging in prohibited scholar conduct, as described in this Policy and identified in Groups One through Six, whenever the scholar's conduct is reasonably related to school or school activities, including, but not limited to actions of scholars during school hours, before and after school, while on school property, at all school-sponsored events, field trips, internships, and community activities, and while using the Bronzeville Academy Charter School Network or any Information Technology Device when the actions affect the mission or operation of the School. Scholars may also be subject to this

Conduct Policy for engaging in prohibited conduct that occurs off-campus or during non-school hours when the misconduct disrupts or may disrupt the safe, orderly, and peaceful learning environment of the School.

This Scholar Conduct Policy does not impose monetary fines or fees as a disciplinary consequence and the School will not implement such a disciplinary response, except that, as appropriate, the School may consider requiring a scholar to provide restitution for lost, stolen, or damaged property. This Scholar Conduct Policy does not impose academic punishments for behavioral violations and the School will not impose such punishments.

Special attention will be paid to scholars with individualized education plans (IEPs) and Section 504 Plans who engage in prohibited conduct, ensuring that responses and interventions are consistent with any applicable IEP or Section 504 Plan and comply with the scholar's rights under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Bronzeville Academy Charters school believes and promotes complete transparency in its Disciplinary Policy and elicits parent and community input in the development of this policy. Each parent/guardian and student will be required to attend an orientation session to review the Bronzeville Academy Charter School Student Code of Conduct Policy, where they will sign an Acknowledgement of Receipt of the Policy. Parent/Student meetings will occur throughout the school year as necessary to review and/or amend the Student Code of Conduct Policy, implementation, and practice. Strict records will be kept for all documents and meetings.

The School will make reasonable efforts to provide ongoing professional development to teachers, administrators, board members, school resource officers, and staff on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

This Scholar Conduct Policy shall be provided to the caregiver(s) of each scholar within 15 days after the beginning of each school year, or within 15 days after the starting classes for a scholar who transfers into the School during the school year. The School will also inform scholars of the contents of this Policy.

## **PROHIBITED CONDUCT, INTERVENTIONS, AND CONSEQUENCES**

This Conduct Policy describes six groups of prohibited conduct for which scholars may receive interventions or consequences. The acts of prohibited conduct are listed in six different groups, according to the degree of disruption to the learning environment as follows:

- Group 1 lists conduct that is inappropriate.
- Group 2 lists conduct that disrupts the learning environment.
- Group 3 lists conduct that seriously disrupts the learning environment.
- Group 4 lists conduct that very seriously disrupts the learning environment.
- Group 5 lists conduct that most seriously disrupts the learning environment.

- Group 6 lists conduct that most seriously disrupts the learning environment and will result in contact with the Chicago Police Department.

This Discipline Policy is not intended to be inclusive of all possible scholar misconduct. The Principal or their designees are responsible for addressing inappropriate scholar conduct not specified in this Policy with appropriate consequences based upon a fair, just, equitable and restorative process.

The Principal or their designees have the authority to assign interventions and consequences based on their assessment of the best interest of the school community, including available school resources, the needs of any scholar or staff harmed, and the rights of the scholar engaged in the inappropriate conduct, in alignment with this Student Code of Conduct Policy. The interventions and consequences listed for each Group are guidelines. The appropriate discipline to impose will be assessed on a case-by-case basis according to established Student Code of Conduct Policy and progressive disciplinary actions.

Using Navigate 360: School Safety Solutions, we are being even more proactive in ensuring that our disciplinary practices are consistent as well as transparent. Our holistic approach will incorporate: Intervention and Restorative Practices for Students, Staff and Families), Mental Health Prevention, PBIS (Positive Behavior Intervention Strategies) Rewards, and regular Professional Development for school Staff.

We will implement the Student Code of Conduct Policy in accordance with the Social and Emotional growth and development of students on a tiered scale: Tier 1 (Grades K-2), Tier 2 (Grades 3-5), and Tier 3 (Grades 6-8).

## **GROUP ONE: CONDUCT WHICH IS PROHIBITED**

### **Prohibited Conduct**

- Running and/or making excessive noise in the hall or building.
- Leaving the classroom without permission.
- Displaying behavior disruptive to the orderly process of instruction, scholar learning, or advising.
- Loitering, or occupying an unauthorized place in the school or school grounds.
- Failing to attend class without a valid excuse.
- Persistent tardiness to school or class.
- Violation of school uniform policy.
- Use of the BACS Network (“Network”) for the purpose of accessing non-educational material.
- Unauthorized or use possession of an electronic paging device.
- Use of a mobile phone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate scholar conduct rules.

### **Interventions and Consequences**

- Documented Teacher, Scholar, Caregiver(s), and Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence.
- Recommended instructive, corrective, or restorative response.
- Loss of a privilege, (e.g., Playtime, for 1 or 2 days).

## **GROUP TWO: CONDUCT WHICH IS DISRUPTIVE**

### **Prohibited Conduct**

- Posting or distributing unauthorized or other written materials on school grounds.
- Leaving the school or a class trip without permission.
- Interfering with school authorities and programs through walkouts or sit-ins (pre-approval for scholar protest is recommended).
- Initiating or participating in any unacceptable minor physical actions.
- Exhibiting or publishing any profane, obscene, indecent, immoral, threatening, disrespectful, libelous, or offensive written materials, language, or gestures.
- Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco products, matches, cigarette lighters, or rolling papers.
- Failing to provide proper identification.
- Defying (disobeying) the authority of school personnel.
- Unauthorized use of school parking or other school areas.
- Use of the Network for the purposes of distribution or downloading non-educational material.
- Failing to abide by school rules and regulations not otherwise listed in Group Two of this Policy, the commission of which is disruptive to the school's educational process.

### **Interventions and Consequences**

Whenever possible, interventions and consequences that do not exclude the student from his or her regular educational schedule should be attempted first.

- Documented Teacher, Scholar, Caregiver(s), and Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence.
- Recommended instructive, corrective, or restorative responses.
- In-school suspension for up to three days.
- Detention -- lunch, before school, after school, or Saturday.
- Loss of one or more privileges, (e.g., Playtime, for up to three days).

## **GROUP THREE: CONDUCT WHICH IS SERIOUSLY DISRUPTIVE**

### **Prohibited Conduct**

- Gambling – participating in games of chance or skill for money or things of value.

- Fighting – physical contact between two people with intent to harm, but no injuries result.
- Profane, obscene, indecent, and immoral or seriously offensive language or gestures, propositions, behavior, or harassment, including language, gestures, propositions, conduct, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability.
- \*Forgery -- false and fraudulent making or altering of a document or the use of such document.
- Plagiarizing, cheating, or copying the work of another scholar or other source.
- Overt display of gang affiliation – any act, (e.g., wearing clothing or paraphernalia or the display of gang signs, symbols, and signals that signifies or exhibits an individual's affiliation with a gang) that seriously disrupts the school's educational process.
- Bullying.
- Use of mobile telephones or other information technology device to harass, incite violence, or interrupt other scholar's participation in school activities, including use of devices to record others without permission or unauthorized distribution of recordings.
- Use of the Network or an Information Technology Device for a seriously disruptive unauthorized purpose not otherwise listed in this Policy.
- Second or more documented violations of prohibited conduct in Group One or Two prohibited conduct categories.
- Any conduct not otherwise listed as prohibited conduct in Groups One through Three of this Disciplinary Policy that seriously disrupts the educational process.

## **Interventions and Consequences**

Whenever possible, interventions and consequences that do not exclude the scholar from their regular educational schedule should be attempted first.

- Documented Teacher, Scholar, Caregiver(s), and Administrator conference focused on expectation violated, cause of the misconduct, and strategy to prevent recurrence.
- Recommended instructive, corrective, or restorative response.
- In-school suspension up to three days.
- Detention – lunch, before school, afterschool, or Saturday.
- Loss of one or more privileges, (e.g., Playtime, for 1-5 days).
- In school suspension, out-of-school suspension, or a combination of in-school and out-of-school suspension for up to three days.
- Confiscation of mobile phone or pager if the infraction involved a cell phone or pager
- Suspension of Network privileges for up to one year, in addition to any other disciplinary action listed, if the infraction applies to a Network or Information Technology Device offense

## **GROUP FOUR: CONDUCT WHICH IS SERIOUSLY DISRUPTIVE**

*Prohibited conduct in Group Four marked with an asterisk indicates that the conduct is or may be in violation of the law and may result in a contact to the Chicago Police Department.*

## **Prohibited Conduct**

- Assault\* - an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery.
- Battery\* - (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury.
- Fighting\* -- physical contact between two or more individuals with intent to harm, or physical contact between two people with intent to harm, which results in injury.
- False activation of a fire alarm\* that does not cause a campus to be evacuated or emergency services to be notified.
- Extortion\* - obtaining money or information from another by coercion or intimidation.
- Vandalism\* (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500.
- Theft\* (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property not exceeding \$150 in value.
- Possession, use, sale, or distribution of fireworks.\*
- Trespassing on the Bronzeville Academy Charter School campus\* - entering School property when previously prohibited or remaining on school grounds after receiving a request to depart.
- Knowingly or intentionally using the Network or Information Technology Devices to spread viruses on the Network.\*
- Use or possession of alcohol in school or at, before, or after a school-related function, first documented behavior.
- Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another scholar, with no intent to harm school personnel.
- Any prohibited conduct and behavior not otherwise listed in Groups One through Four of this Policy, the commission of which is very seriously disruptive to the school's educational process.

## **Interventions and Consequences**

In-school suspension, out-of-school suspension, or a combination of in-school and out-of-school suspension for three to five days. When the suspension is assigned, a plan will be created to address the behavior and work towards preventing future behavioral incidents, restoring relationships, and addressing scholar needs.

## **Additional Consequences Available for Repeated Violations**

- Recommend instructive, corrective, or restorative response.

- Expulsion, for an appropriate period, pursuant to the procedures set forth in this policy.
- For behaviors involving the improper use of the Network or Information Technology devices, revocation of network privileges for up to two years.

## **GROUP FIVE: CONDUCT WHICH IS MOST SERIOUSLY DISRUPTIVE**

*Violations in Group Five marked with an asterisk indicate that the conduct is or may be in violation of the law and may result in a contact to the Chicago Police Department*

### **Prohibited Conduct**

- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others. \* Or hacking (intentionally gaining access by illegal means or without authorization) into the Network to access scholar records or other unauthorized information or to otherwise circumvent the information security system.
- Vandalism\* (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel.
- Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school- related function.\*
- Second or repeated violation of use or possession of alcohol in school or at, before or after a school related activity.

### **Interventions and Consequences**

In-school suspension, out-of- school suspension, or combination of in-school and out-of-school suspension for three to five days. When the suspension is assigned, a plan will be created to address the behavior and work towards preventing future behavioral incidents, restoring relationships, and addressing scholar needs.

### **Additional Consequences Available for Repeated Violations**

- Recommend instructive, corrective, or restorative response.
- Expulsion, for an appropriate period, pursuant to the procedures set forth in this policy.
- For behaviors involving the improper use of the Network or information technology devices, revocation of network privileges for up to two years.

## GROUP SIX: CONDUCT WHICH CONSTITUTES THE MOST SERIOUSLY DISRUPTIVE

*All violations in Group 6 will result in contacting the Chicago Police Department. Behaviors marked with an asterisk indicate that the misconduct is or may be a violation of the law.*

### Prohibited Conduct

- Intentionally causing or attempting to cause all or a portion of the Network to become inoperable (the Network is unable to perform at the level of functionality intended). \*
- Arson\* - knowingly damaging, by means of fire or explosive, a building, or the personal property of others.
- Bomb threat\* - a false indication that a bomb or other explosive of any nature is concealed in a place that would endanger human life if activated.
- Robbery\* - taking personal property in the possession of another by use of force or by threatening the imminent use of force.
- \*Sex violations or aiding and abetting in the commission of a sex violation.
- \*Possession, use and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm.
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication, or repeated violations of the use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication.\*
- Battery\*, aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity), or the use of physical force against a teacher, administrator, staff member, or school volunteer or aiding and abetting in the commission of an aggravated battery of a teacher, administrator, staff member or school volunteer.
- \*Aggravated battery or aiding or abetting in the commission of an aggravated battery of a student.
- \*Murder\*
- Attempted murder\*
- Kidnapping\* - the secret confinement of another against his or her will or the transportation of another by force or deceit from one place to another with the intent to secretly confine.



## **Interventions and Consequences**

- In-school suspension, out- of-school suspension, or combination in-school and out-of-school suspension for five days. A scholar may be suspended for up to ten days with written justification. When the suspension is assigned, a plan will be created for preventing future behavior incidents, restoring relationships, and addressing scholar needs.
- Expulsion for an appropriate period, pursuant to the procedures set forth in this policy.
- For scholars who possess, use and/or conceal a firearm/destructive device or other, dangerous weapon, an expulsion will be requested with a recommendation for expulsion of the scholar for at least one year.

### **Additional Consequences Available for Repeated Violations**

- Recommend instructive, corrective, or restorative response.
- For behaviors involving the improper use of the Network or information technology devices, revocation of network privileges indefinitely.

## STUDENT CODE OF CONDUCT APPLICATION FOR SCHOLARS WITH IEPs

Special care must be taken when considering disciplinary action regarding scholars with individualized education plans (IEPs). Scholars with IEPs may be suspended for a total of ten (10) consecutive or ten (10) cumulative school days in one school year without providing special education procedural safeguards. Before and after school detentions do not count towards the ten-day limit. As long as scholars with IEPs are being provided with special education services, in-school suspensions do not count towards the ten-day limit. The Principal does not have to suspend scholars with IEPs for the mandatory periods set forth in this Conduct Policy for a single offense. The Principal has the discretion to be flexible in the number of days of suspension given to each scholar with an IEP.

### When the Principal anticipates a referral for expulsion, the following apply:

1. The Principal must provide a written notice to the caregiver(s) of the intervention or consequences being considered and the date of an IEP meeting, which must be held within 10 days of the date of the decision to discipline the scholar.
2. The IEP team must:

<b>A</b>	Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the caregiver(s), observations of the scholar, and the scholar's IEP and placement. The behavior is not a manifestation of the scholar's disability if:  <i>1. If the scholar was given appropriate special education supplementary aids and intervention strategies, and</i>  <i>2. The disability does not impair the ability to control behavior.</i>
<b>B</b>	Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
<b>C</b>	Determine the appropriateness of an interim alternative education setting and as indicated, include in the IEP those services and modifications that will enable

	the scholar to continue to participate in the general curriculum and address the behavior so that it will not recur.
--	--

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

If the scholar's behavior is a manifestation of the disability, the scholar's placement may be changed to an appropriate interim educational setting if the scholar carried a weapon to school or a school function or knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function.

For special education scholars with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with the Principal.

## **SCHOLAR CODE OF CONDUCT SUSPENSION GUIDELINES**

### **In-School Suspension**

In-school suspension is the removal of a scholar from his or her regular educational schedule to an alternative supervised setting inside the school building to engage in structured educational activities. Before assigning a scholar to in-school suspension, the scholar will be informed of their reported misconduct and provided an opportunity to respond. A copy of the misconduct report that formed the basis for the in-school suspension will be provided to the scholar's caregiver(s). Scholars will be given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

### **Out-of-School Suspension**

An out-of-school suspension is the removal of the scholar from class attendance or school attendance. Principals or designees have the authority to suspend a scholar from school for gross disobedience or misconduct for up to ten (10) school days. Such suspension shall only be assigned if identified as an available intervention or consequence for the applicable scholar misconduct at issue. School administrators shall make reasonable efforts to resolve threats, address disruptions, and minimize the length of suspensions to the greatest extent practicable.

**A scholar may be assigned an out-of-school suspension for one to three days if:**

- The Principal or designee determines that the scholar's continued presence in school would pose a threat to school safety or a disruption to other scholars' learning opportunities; and
- The scholar was informed of their reported misconduct and provided an opportunity to respond.

**A scholar may be assigned an out-of-school suspension for more than three days if:**

- The Principal or designee determines that the scholar's continued presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school; and
- The student was informed of their reported misconduct and provided an opportunity to respond.

If a scholar is suspended for four (4) or more school days, the Principal or designee will determine what, if any, appropriate and available support services will be provided to the scholar during the length of their suspension and will provide any appropriate and available support services.

A scholar serving an out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A scholar may be considered trespassing if they come onto school grounds while suspended from school.

Out-of-school suspensions are excused absences. The Principal will ensure that a scholar serving an out-of-school suspension is able to obtain homework, and upon the scholar's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of the suspension. In all circumstances, suspended scholars, including those students suspended from the school bus who do not have alternate transportation to school shall have the opportunity to make up work for equivalent academic credit.

Upon the return of a scholar from serving an out-of-school suspension, the Principal or designee shall facilitate the implementation of a plan, as appropriate, to facilitate the re-engagement of the scholar to his or her school program and activities.

### **Suspension Procedural Requirements**

The Principal or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

- A conference during which the charges will be explained, and the scholar will be given an opportunity to respond to the charges before they are suspended. A pre-suspension conference is not required, and the scholar can be suspended immediately when the scholar's presence poses a danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
- Written notice of the suspension will be immediately sent to the Caregiver(s) which will include:
  - » a full statement of the specific misconduct resulting in the decision to suspend;
  - » a rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the scholar or their act of misconduct for the duration of the suspension;
  - » information, for a suspension of three (3) school days or less, providing an explanation that the scholar's continued presence in school would either pose a

- » threat to school safety or a disruption to other scholar's learning opportunities;
  - » information, for a suspension of four (4) or more school days, providing an explanation that other appropriate and available behavioral and disciplinary interventions have been exhausted, as to whether other interventions were attempted or that it was determined that no other interventions were available for the scholar and that the scholar's continued presence at school would either 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;
  - » information, for a suspension of five (5) or more school days, including all of the information noted when a scholar is suspended for four or more school days and documentation determining what, if any, appropriate and available support services will be provided to the scholar during the length of their suspension.
  - » notice regarding the right to review the suspension of the scholar.
- A summary of the notice will be shared with the Board of Directors, including the reason for the suspension and the suspension length.
  - Upon request of the Caregiver(s), a review of the suspension shall be conducted by a hearing officer appointed by the Board of Directors. At the suspension review hearing, the scholar's caregiver(s) may appear and discuss the suspension with the hearing officer and be represented by counsel. After receipt of the hearing officer's written summary of the evidence presented at the hearing, the Board of Directors shall take such action as it finds appropriate. If the suspension is upheld, the final written decisions shall specifically detail the findings related to the following:
    - » for a suspension of three (3) school days or less, an explanation that the scholar's continued presence in school would either pose a threat to school safety or a disruption to other scholars' learning opportunities;
    - » for a suspension of four (4) or more school days, an explanation that other appropriate and available behavioral and disciplinary interventions have been exhausted, as to whether other interventions were attempted or that it was determined that no other interventions were available for the scholar, and an explanation that the scholar's continued presence at school would either 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; and an explanation of what, if any, appropriate and available support services will be provided or were provided to the scholar during the length of their suspension.

### **Use of Physical Restraint, Time-Out, and Isolated Time-Out**

Bronzeville Academy Charter School Each will maintain a Crisis Response Team that will respond to maintain a safe learning environment in times of student crisis with an efficient and organized plan. The Crisis Response Team procedures follow all the regulations from the Illinois State Board of Education's requirements for the Use of Isolated Time Out, Time Out and Physical Restraint (A: Update May 2022), Health/Life Safety Guidelines (B: Updated June 2022), and Illinois Administrative Procedure Act (C: Public Act 102-0339 Goals)

<https://www.isbe.net/Documents/Guidance-FAQs-Time-out-Restraint.pdf>

<https://iarss.org/wp-content/uploads/2022/06/Glossary-2022-2023.pdf>

<https://gac.illinois.gov/content/dam/soi/en/web/gac/documents/igac-public-act-102-0339-summary.pdf>

Physical restraint, time out, and isolated time out are only to be used when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm.

Neither physical restraint, time out, nor isolated time out shall be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

All Bronzeville Academy Charters School staff responsible for implementing these interventions will be trained on the use of physical restraint, time out, isolated time out, procedures, oversight activities, behavioral crisis prevention, de-escalation and management through the Quality Behavioral Solutions: Safety Care Crisis Prevention Training Program (<https://qbs.com/>)

Any parent or guardian who believes that the school Bronzeville Academy Charter School has violated these procedures related to their student may bring their concerns to the school's principal, administrative team and/or the anonymous reporting system, to discuss the incident(s) in question and work on possible solutions.

Any parent, guardian, individual, organization or advocate may file a written complaint with the State Superintendent alleging that the Bronzeville Academy Charter School has violated the ISBE Requirements for the Use of Isolated Time Out, Time Out and Physical Restraint. The complaint must allege a violation occurring no more than one year prior to the date in which the complaint is received.

## **SCHOLAR CODE OF CONDUCT EXPULSION GUIDELINES**

Expulsion is the removal of a student from the Bronzeville Academy Charter School by a Board vote. An expulsion is for a definite period and will, in no event, be longer in duration than two calendar years.

The Principal or designee may request an expulsion hearing to consider a student's expulsion from the Bronzeville Academy Charter School if:

- Other appropriate and available behavioral and disciplinary interventions have been exhausted; and
- The Principal or designee determines that the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.

## **Expulsion Procedures**

The Chief Executive Officer and designee shall be responsible for implementing the expulsion procedures, which will provide, at the minimum, the following:

- Before a student may be expelled, the student and their parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested, and can also be transmitted by other means, including personal delivery. This written notification of the request to appear at the expulsion hearing shall include: the time, date, and place for the hearing; a brief description of what will happen at the hearing; a detailed description of the specific act of prohibited conduct resulting in the decision to recommend expulsion; and, will include explicit mention of the opportunity to have representation, along with the opportunity to present evidence and witnesses.
- A fair and impartial hearing officer will conduct the hearing. During the hearing, the hearing officer shall hear evidence concerning the prohibited conduct. The School administration, Principal, or designee requesting the expulsion hearing shall also provide information at the hearing regarding (1) other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The School shall provide more than hearsay evidence to prove allegations. Counsel may represent the student and their parent(s)/guardian(s), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled.
- The hearing officer will state the reasons for the expulsion and the date it would be effective and will provide a written summary regarding the evidence presented at the hearing to the Board of Directors.
- If the Board acts to expel the student, the written decision shall include the following:
  - » detail regarding the specific reason why removing the student from their learning environment is in the best interest of the school; and
  - » a rationale for the specific duration of the recommended expulsion; and
  - » documentation on how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; and
  - » documentation on how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

## **BRONZEVILLE ACADEMY CHARTER SCHOOL ANTI-BULLYING POLICY**

**Bullying will not be tolerated in our community. Bullying is contrary to Bronzeville Academy Charter School (BACS) policy and to Illinois State law.**

Bullying is prohibited:

1. During any school-sponsored or school-sanctioned program or activity;
2. In school, on school property, on school buses or other BACS provided transportation, and at designated locations for students to wait for buses;"
3. Through the transmission of information via electronic communication from a BACS computer or computer network, or other electronic school equipment.
4. When the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require BACS to staff or monitor any non-school-related activity, function, or program.

### **Definitions:**

**“Bullying,”** including “cyberbullying,” means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, which has or can be predicted to have one or more of the following effects:

1. Placing the student in reasonable fear of harm to the student’s person or property.
2. Causing a detrimental effect on the student’s physical or mental health.
3. Substantially interfering with the student’s academic performance; or
4. Substantially interfering with the student’s ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing, or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

**Cyberbullying** means bullying using technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature



transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

## **Reporting**

If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the principal or designee. Anonymous reports are also accepted. No disciplinary action will be taken solely based on an anonymous report that has not been substantiated during an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

## **Investigation**

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with BACS's policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with the principal or another administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school social worker services, restorative measures, counseling, and others.

## **No Retaliation**

Reprisal or retaliation against any person who reports an act of bullying is a violation of BACS's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if BACS's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

## **Consequences**

If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in

severe cases, suspension or expulsion. Disciplinary actions will be thoughtfully taken to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Vision, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among BACS students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

### **Policy Evaluation**

The Principal shall assist the BACS Board of Directors with its evaluation and assessment of the policy's outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at a school.
3. Identification of areas of a school where bullying occurs.
4. The types of bullying being utilized.
5. Bystander intervention or participation.

The evaluation process may use relevant data and information that BACS already collects for other purposes. The information developed as part of the evaluation process will be posted on BACS's website.

This policy is fully consistent with BACS's other policies.

A full description of student rights and policies can be found in the Student Code of Conduct Manual.

***SECTION IV:***  
***STUDENT ACCEPTABLE USE OF***  
***TECHNOLOGY***

## STUDENT ACCEPTABLE USE POLICY

### Purpose

The Bronzeville Academy Charter School (BACS) provides scholars with technology devices, internet, and network systems for educational purposes. This Scholar Acceptable Use Policy (AUP) establishes the standards for the acceptable electronic activity of scholars accessing or using the BACS technology, internet, and network systems regardless of physical location and electronic communications between scholars and BACS staff and other adults who work on campus.

### Guiding Principles

1. BACS is responsible for providing reliable and secure technology resources necessary to foster our scholars' educational development and success.
2. BACS provides a baseline set of policies and structures to allow campuses to implement technology in ways that meet the needs of their scholar and caregiver communities.
3. BACS provides a secure framework that will allow scholars to use online tools, including social media, in our classrooms and campuses to increase scholar engagement, collaboration, and learning.
4. BACS is responsible for instructing scholars about digital citizenship, including appropriate and safe online behavior, interactions with individuals on social media, and cyberbullying awareness.

## USE OF CELLPHONES AND ELECTRONIC DEVICES

We know that cell phones and other electronic devices are very appealing to children and can be beneficial in helping us keep track of our children. But we also know that they can distract students and make it easy for them to access content that is not meant for them. The following rules are in place to ensure a productive educational environment.

### Lower School (K-3 Grades)

Every student will secure their cell phone and/or electronic device in their assigned locker. They must be turned off and students may not use them until the end of the school day, or they have permission from an adult.

- Students may not use personal tablets, iPads, cellphones, game systems, etc., during any free time. Please do not allow students to bring these devices to school.
- Students may not take pictures or videos of other students using their devices. Students may not share photos or videos taken at school on social media.
- Students may not access social media while at school.
- Adhering to these policies will help ensure our scholars' safety and eliminate the possibility of cyber-bullying and inappropriate use of technology at school.

Any violation of these rules will result in the confiscation of the phone. Confiscated phones will be returned only to a caregiver. The school accepts no responsibility for lost or damaged cell phones.

We also require that cell phones used by parents/guardians be turned off while in the main office.

We may not provide service to anyone speaking/texting on a cellphone.

### **Upper School (4-8 Grades)**

Electronic devices (e.g., cell phones, iPads, portable gaming devices, etc.) are not allowed on school premises for students in grades 4-8. In emergencies involving a student, the main office should be contacted, **NOT** the student.

- Students may not use personal tablets, iPads, cellphones, game systems, etc., during any free time. Please do not allow students to bring these devices to school.
- Students may not take pictures or videos of other students using their devices. Students may not share photos or videos taken at school on social media.
- Students may not access social media while at school.
- Adhering to these policies will help ensure our scholars' safety and eliminate the possibility of cyber-bullying and inappropriate use of technology at school.

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

***SECTION V: TITLE IX/ SEXUAL MISCONDUCT***

## GENERAL STATEMENT OF POLICY

Bronzeville Academy Charter School is a community of leaders dedicated to cultivating students to become culturally aware critical thinkers and leaders who succeed in four-year colleges and beyond. BACS is committed to compliance with Title IX.

Bronzeville Academy Charter School provides equal educational opportunities to all students and maintains a learning environment that is free from discrimination and harassment. No person shall harass, intimidate, or bully another student based on race, color, religion, gender, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). The Bronzeville Academy Charter School is committed to taking necessary action to prevent, correct, and, where indicated, discipline unlawful discrimination.

Bronzeville Academy Charter School has adopted this policy with expectations that students, staff, faculty, volunteers, and visitors will abide by it. This policy applies to misconduct that occurs: (1) on Bronzeville Academy Charter School property; or (2) off Bronzeville Academy Charter School property if: (a) the conduct occurred in connection with a Charter School or Charter School-sponsored or -recognized program or activity, or (b) the conduct has or reasonably may have the effect of creating a hostile educational or work environment for a member of the Charter School community.

Bronzeville Academy Charter School will not tolerate harassing, intimidating conduct, or bullying, whether verbal, physical, electronic, or visual, that creates an intimidating, hostile, or offensive educational environment, interfering with students' academic performance. Consistent with Title IX, sex discrimination is prohibited in all BACS programs and activities. This includes disparities in athletic opportunities, gender discrimination in admissions and educational programming, sexual harassment and sexual misconduct in schools, and discrimination and bullying based on sex, gender identity, sexual orientation, and LGBTQ. Sexual misconduct encompasses a range of conduct, from sexual assault (a form of sexual harassment) to dating violence, domestic violence, and stalking. Title IX and BACS policy also prohibit retaliation against anyone who exercises any rights or responsibilities under this policy, including anyone who raises concern about harassment or discrimination and respondents and witnesses who participate in the resolution process.

Title IX applies, and BACS prohibits sex discrimination and unlawful harassment in the classroom, elsewhere on school premises, on a school bus or school-related vehicle, and at school-sponsored activities or events, whether or not they are held on school premises when the conduct is so severe or pervasive that it has the purpose or effect of creating an intimidating, hostile or offensive work environment, or unreasonably interfering with an individual's work or educational performance. Bronzeville Academy Charter School will act to investigate all complaints, either formal or informal, verbal or written, filed based on religion, race, color, national origin, disability, gender, sexual orientation, age, or other protected class as defined by this policy.

## **PROHIBITED CONDUCT**

### **Discrimination**

#### **Definition:**

As used in this policy, discrimination means intentional discriminatory or harassing treatment based on any classifications protected by the Constitution of the United States, the Constitution of the State of Illinois, and applicable federal, state, or local laws or ordinances, including but not limited to discrimination based on race, color, gender, gender identity/ expression, age, religion, disability, national origin, or sexual orientation. Pregnancy discrimination is a form of sex discrimination prohibited by law, including the Pregnancy Discrimination Act.

#### **Prohibited Conduct**

Discrimination is prohibited when administering education-related programs. These programs will be administered without regard to the student's or applicant's race, color, national origin, gender, gender identity/expression, sexual orientation, age, religion, or disability. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, but not involving the conduct of a sexual nature, may constitute a form of sex discrimination. Such acts, if based on other legally protected categories such as race, religion, and national origin, may constitute harassment. The discrimination described above in paragraph 1 may, in some circumstances, be prohibited in maintaining facially neutral policies, practices, or requirements that disproportionately and adversely affect employment or academic opportunities of the protected classifications identified above.

#### **Harassment:**

#### **Definition:**

As used in this policy, harassment means verbal conduct, physical conduct, or conduct using technology that is based on a protected class and that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

#### **Prohibited Conduct**

Harassment may include, but is not limited to, epithets or slurs, threats, derogatory comments, unwelcome jokes, gestures, or pranks; placing written or graphic material of derogatory nature on walls, bulletin boards, or elsewhere on BACS' premises, or circulating such material in the workplace, unwanted blocking of movement, or otherwise engaging in any verbal, physical or electronic conduct that is so severe or pervasive that it has the purpose or effect of creating an intimidating, hostile or offensive work environment, or unreasonably interfering with an individual's work or educational performance. Conduct rules apply to any student, teacher, administrator, or other school personnel, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities,



whether on or off school grounds before, during, and after school hours, under the auspices of the Bronzeville Academy Charter School.

## **Sexual Harassment**

### **Definition:**

As used in this policy, sexual harassment means an unwanted and unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature. Sexual harassment typically includes, but is not limited to, sexual flirtations, advances, or propositions; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or their gender, appearance, or sexual orientation; sex-oriented verbal kidding, teasing, or joking; displays of sexually suggestive objects or pictures; demands for sexual favors; subtle pressure for sexual activity; and physical contact such as patting, pinching, touching, or brushing against another person's body. With sexual harassment, behavior often persists and is repetitive despite objection by the person toward whom the conduct is directed.

### **Prohibited Conduct**

Covered individuals shall not sexually harass another while employed, working for, attending, or participating in Charter School endeavors. A broad range of conduct can, in certain circumstances, be considered a violation of this policy. This may include but is not limited to sexually suggestive or offensive remarks; sexually suggestive pictures; sexually suggestive gesturing; verbal harassment or abuse of a sexual nature; harassing, abusive, or sexually suggestive or offensive messages sent by e-mail or another electronic medium; subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or group, whether of the opposite sex or the same sex. The Complainant need not be the person directly harassed.

### **Conduct with Students**

Romantic/sexual, and/or inappropriate conduct between school employees, contractors, consultants, vendors or volunteers, and Bronzeville Academy Charter School students is strictly prohibited. For purposes of this policy, such behavior includes but is not limited to physical contact of a sexual nature or the use of sexually suggestive, offensive, or inappropriate remarks. Any person with knowledge of an improper relationship between a student and a school employee, contractor, consultant, vendor, or volunteer must immediately report the conduct to the Principal. In such instances, employees shall also complete the mandatory reporting requirements identified for suspected child abuse/neglect by school personnel in the Employee Handbook's Policy on Reporting Child Abuse and Neglect.

### **Retaliation**

Retaliation against any person for having made a complaint or report of discrimination or sexual harassment, whether made internally or externally with a federal, state, or local agency; or participating or aiding in an investigation of discrimination or sexual harassment, whether internal, or external with a federal, state, or local agency, is strictly prohibited. Any person who believes they have been subjected to retaliation should report the retaliatory conduct to the

Principal or Title IX Coordinator. Acts of retaliation shall subject the offending employee to discipline, including dismissal.

## **REPORTING PROHIBITED CONDUCT**

Students may make an oral or written complaint of discrimination, sexual harassment, or retaliation if they:

- Believe they are victims of bullying, hazing, unlawful discrimination or harassment, or sexual harassment.
- Have knowledge of discriminatory or sexual harassment conduct or retaliation; or
- Believe they have been retaliated against for making a good faith complaint or report of sexual harassment or discrimination or for participating or aiding in an investigation of such complaints.

Students are expected to immediately report the alleged acts to the Title IX Coordinator or Principal. Students may choose to report to a person of the student's same-sex, and the student may be accompanied by a parent/guardian, school counselor, or advisor in making such a report.

The school representative taking the report will ensure that the reported incident(s) are documented and investigated promptly, thoroughly, and impartially. Upon receipt of a statement or complaint alleging harassment consistent with policy, the principal shall immediately notify the Title IX Coordinator without screening or investigating the report. Using reasoned judgment, the designated investigator, usually the Title IX Coordinator, will investigate and may choose to talk to the student and adult about their knowledge of the situation or complaint.

Suppose you experience, witness, or learn of sexual or other harassment or discrimination that you believe may violate BACS' policies. In that case, you must immediately report it to the Principal and the Title IX Coordinator. This applies to harassment or discrimination by employees, students, or third parties. If, for any reason, you are uncomfortable discussing the matter with the principal, and if the concern involves your principal, you should contact the HR Coordinator.

## **INVESTIGATION PROCEDURE**

All alleged violations of the BACS' unlawful harassment and non-discrimination policy will be promptly and thoroughly investigated. The investigation will be completed within 60 days of the filing of a complaint or the date on which BACS becomes aware of a suspected violation of this policy unless BACS determines in its discretion that more time is required to complete the investigation, in which case, BACS will notify all parties in writing of the extension of time.

In connection with the investigation, both the complainant and the respondent will have the opportunity to present information regarding the matter under investigation. Both parties are expected to cooperate with the investigation. BACS will endeavor to afford the same or substantially similar opportunities to both parties to present or participate in the study.

**Bronzeville Academy Charter School Student ~ Guardian/Parent Acknowledgment**

I acknowledge that I have received a written copy of the Parent-Student Handbook for Bronzeville Academy Charter School. I have read it and understand the information/policies. Therefore, I agree to abide by them. If you have any questions regarding the handbook or any situation not specifically addressed in the handbook, see your child's teacher or BACS Administration. The policies and information are subject to revision. BACS Administration will adequately post revisions, but it is the parents and student's responsibility to adhere to all of the information provided in the handbook.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Print Name \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_