

STUDENT & PARENT HANDBOOK

2017-2018



CMSA

CHICAGO MATH & SCIENCE ACADEMY
“Where Excellence Thrives”

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Dear Students and Parents,

Welcome to Chicago Math & Science Academy! This new school year means a new beginning, and new futures. The CMSA team is excited about this school year, and the staff at Chicago Math & Science Academy is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for our students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. Each of us is responsible for doing our part to make our school a place where we can work together in harmony.

Chicago Math & Science Academy is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that is conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule.

This handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing our expectations. Please, read it carefully, and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide you with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year.

On behalf of the entire Chicago Math & Science Academy staff, we wish you a great year!

Sincerely,

Ali Kuran, Principal

MISSION STATEMENT

The mission of Chicago Math & Science Academy is to prepare our students to succeed in college and the world by offering high-quality, college-prep, STEM education.

VISION STATEMENT

Our students will achieve 100% graduation and college acceptance.

1. INTRODUCTION

To achieve our mission, every member of the Chicago Math & Science Academy must respect the rights of all members of the community. This means creating an environment that is physically, emotionally and intellectually safe. The information in this handbook provides the guidelines for behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn. Each section begins with a general description of the issue involved, and then it addresses actions and attitudes specifically.

2. STUDENT RIGHTS

Chicago Math & Science Academy does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, learning disabilities and all types of physical disabilities in educational programs and activities.

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause any disruption or disorder within the school.

Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students.

FREEDOM OF SPEECH. Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No student speech may be obscene.
- Students may not say (slander) or write things about (libel) another person that damage that person's reputation.
- Students may not use fighting words, that is, words which, when spoken to a reasonable person is reasonably certain to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

FREEDOM OF PRESS. Students may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." School reserves the right to regulate the content of "school sponsored express activities." A posted sign must be approved by the administration, signed by the person who puts it up and must be posted in the designated area in the school.

FREEDOM OF RELIGION. Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify the school office in writing **prior** to absence.

SEARCH AND SEIZURE. Any searches of lockers will be conducted solely for the safety and well being of the school community. Mass searches of lockers are permitted when the Principal (designee) deems that a threat

to the safety of the school exists. School maintains ownership of lockers and student use is subject to the right of the school administration to have access to the lockers any time without prior notice to students and without their consent for cleaning or for searching for illegal or dangerous materials.

RIGHT TO EQUAL EDUCATION. School students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religion, national origin, or handicap.

WHAT TO DO IF RIGHTS ARE VIOLATED. You are encouraged to talk to your teachers, your administrator or the Principal. Any member of the school community who believes he/she has been subjected to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with school Principal. The Principal will make a determination in the matter. If that determination is unsatisfactory, the member of the school community may submit a written request to the school office for a hearing before the School Board President, by submitting a request in writing to the school office.

3. GRADING SCALE

All classes at CMSA will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

Letter Grade	GPA Value	Percentage
A+	4.00	98-100
A	4.00	93-97
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	0-59

4. GRADE PROMOTION POLICY

There are two areas in which students must meet certain requirements to be promoted to the next grade level or to graduate: Academics and Attendance.

CMSA MIDDLE & HIGH SCHOOL PROMOTION AND GRADUATION REQUIREMENTS

Grade	Current Policy
Middle School Promotion	To be promoted to the next grade level, students must pass ALL core subjects (Math, Science, Language Arts, and Social Studies). If a student fails two (2) electives/specials courses, that student will not be promoted to the next grade level.
Ninth Grade Promotion	To be promoted to the tenth grade, students must earn at least 5 credits and pass at least two courses from core subjects (Math, Science, English, and Social Studies).
Tenth Grade Promotion	To be promoted to the eleventh grade, students must earn 12 credits and pass at least two courses from core subjects (Math, Science, English, and Social Studies).
Eleventh Grade Promotion	To be promoted to the twelfth grade, students must earn 19 credits and pass at least two courses from core subjects (Math, Science, English, and Social Studies).
Graduation	To graduate from CMSA high school, students must earn at least 27 credits , pass all the core courses listed below , have 40 hours of community service and complete a senior thesis .

Math	English	Science	Social Studies	Other
4 credits	4 credits	3 credits	3 credits	13 credits
Algebra I	English I	Biology	World History	Computer Technology(1)
Geometry	English II	Chemistry	US History	Fine Arts(1)
Algebra II	English III	Physics	Government (0.5)	PE/Health (1)
Pre-Calculus	English IV		Economics (0.5)	Foreign Language(2)
				Other Electives(8)

5. ATTENDANCE

Students are expected to attend school at all times. **Missing more than 18 days will result in the student failing all the courses he or she is taking.**

- Absences supported by official notices from professionals or institutions, such as, hospitals, doctor's offices, courts, funeral homes, etc do not count against the 18 days.
- Religious holidays do not count towards the 18 days. A parent note will be required.

MAKE UP WORK

- It's the responsibility of students to request make-up work after returning from absences on the **first day they return.**
- Students will turn in their work for **full credit** the next day.
 - If a student missed two days of school, s/he will have two days to make up the work. Three days of school missed will result in three days to make up work, and so on.
- This includes make-up work due to out of school suspensions.

TRUANCY

CMSA shall consider any student truant if he/she is inexcusably absent from his/her assigned location without the knowledge of a parent i.e.: skipping class, leaving school without permission, not returning to class in a timely manner.

Truancy shows a deliberate disregard for the educational program and is considered a serious matter that will have immediate consequences. If you are truant,

- A record of the truancy will be entered into your record file.
- Disciplinary action will be taken by the Dean of Students.

HABITUAL TRUANCY

CMSA shall consider a student an "habitual truant" by State law when, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated during a semester ten (10) consecutive days or fifteen (15) total days of absence. The State of Illinois will be called if your child exceeds the number of days absent within the state law and a hearing will be appointed.

TARDINESS

Students are responsible for arriving to both school and class on time. Repeated tardies to school and/or class can have an adverse effect on the student, the classroom and the overall academic performance of the student.

Tardy to School

A tardy to school is defined as follows: any student arriving at school after the bell signaling the start of the day at 8:15 A.M. Students arriving at school after the bell has rung must enter the school via the main entrance and receive a tardy pass. The issued pass must be shown to classroom teachers.

Note: The school day starts at 8:15 A.M. Students must be in the building prior to the 8:15 A.M. bell. Repeated tardies to school will result in disciplinary action. Students will receive an automatic detention for each tardy to school. Tardiness to school can have a severe effect on student grades. **If a student is tardy to school more than 24 times during a school year, the student will automatically fail his/her first period class.**

Tardy to Class

A tardy to class is defined as follows: any student arriving at a class after the bells have signaled the beginning of the class period. Students are expected to be in their classrooms and ready to work when the bell signals the beginning of each period.

In order to be successful in this endeavor, proper planning and preparation is essential. Students who are tardy to class will be admitted and disciplined by the class teacher. Students who are excessively tardy will be subject to detention or other disciplinary actions depending on frequency and/or amount of tardies. Tardiness to class can have an impact on the student's grade.

Note: When students are tardy to class, teachers should address the tardy on an individual basis and according to classroom rules and procedures. The tardy should be marked in the attendance system. Repeated and/or excessive tardies to class should be referred to the Dean of Students via the school SIS System for disciplinary action.

EARLY DISMISSAL OF STUDENTS FROM SCHOOL

Because CMSA is very concerned about your safety and well-being, early dismissal from school is an important issue. If a student accrues more than 18 early dismissals, the student is in danger of failing their missed classes. In all instances of early dismissal, the following precautions will be taken to insure students' safety:

- An administrator may release you before the end of a school day only upon presentation of a face-to-face (no telephone call) request from your parent or guardian or for emergency reasons.
- You may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- No staff member shall permit or cause you to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of your parents or guardian.

You will not be released from school to any government agency without proper warrant or parental permission in person except in the event of an emergency as determined by the principal.

6. SCHEDULE CHANGE POLICY

Counselors and administrators make every effort to keep class sizes balanced. CMSA's procedure is such that students who received the classes or electives will be expected to remain in those classes unless they meet one of the following criteria: (These criteria do not guarantee a schedule change, but allow a student to be eligible for consideration for a change. All class changes are subject to final approval by college counselor.)

- Completion of a summer school course
- Incomplete schedule (missing a class)
- Failure of a prerequisite course
- Master schedule conflict

Schedule changes initiated by CMSA to balance class or teacher loads are not reversible.

In rare situations, there may be an administrator or teacher initiated change in which careful consideration is used.

Course changes must be completed within the first 2 weeks of the school year. Schedule Change Forms are available in the Counseling Office.

Please bear in mind, when you transfer from one class to another, you will be required to make up any work missed.

7. DUAL ENROLLMENT PROGRAM

The Dual Enrollment program allows motivated high school junior and senior students the opportunity to earn college credits, while attending high school. The credits you earn are transferable to many four-year colleges or universities. The cost of tuition, materials, and laboratory fees can be covered for participating students taking any of the following courses: Art, Biology, Business, Chemistry, Computer Science, Criminal Justice, English, Foreign Languages, Humanities, Mathematics, Psychology, Social Sciences, and Speech. Speak with your college counselor for more details.

How Do You Qualify?

- Be a junior or senior in high school
- Have a minimum GPA of 2.5 and a 90% high school attendance rate
- Take ACT and / or COMPASS Placement Exam
- Submit a signed parental permission form

8. COMMUNITY SERVICE HOURS GUIDELINES

The community service requirement aims to equip students with the necessary skills and abilities for career and educational advancement as well as motivate students to take an active role as leaders in their communities.

- Community service requires Community Service Hours form to be completed and approved. Form can be found at the Counselor Office.
- College Counselors are in charge of tracking community service.
- Community service projects may be completed at school or in the community.
- Students cannot receive community service credit for projects and/or activities completed as part of a class.
- Students may not receive payment for services.
- A fundraising activity is not considered community service unless the money is being collected for an approved non-profit charity. Funds raised for a field trip or any club, sport, or class purpose does not constitute community service.
- Service MAY NOT be performed for family members or for profit-making organizations.
- Services performed due to disciplinary actions taken by the school or by the courts are not considered community service and does not meet this graduation requirement. Student participation must be voluntary to constitute service.
- Service must be something that a student does to help others or the community. It is not something that a student does for him/herself.
- Chicago Math and Science Academy requires a total of forty hours (40 hrs) of community service for a diploma.
- All community service hour documentation MUST be submitted by the school's graduation date. Any community service hours submitted after the graduation date even if earned prior to graduation will not be accepted.

9. STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE

CMSA has as its goal to help every student fulfill his or her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly.

CMSA is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student 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 student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. To foster this kind of learning environment, the CMSA administrators and teachers shall not allow the following behaviors during school, on school property, or at or during any school-sponsored activities.

The Chicago Math & Science Academy does not believe in or encourage financial systems which charge fines for behaviors nor will it condone actions which may be perceived as the counseling out of any student from our school. A safe, welcoming, and productive school requires the support of all staff, students, and families.

HOW THE SCC SHOULD BE USED

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below should be used as a guide to help create a safe, respectful and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior.

Guiding Students to Positive Behavior

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. CMSA is committed to nurturing students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. CMSA administration and staff are committed to establishing and maintaining a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to foster positive behavior, **all school staff** must follow these steps:

1) Set expectations for positive behavior:

- Create expectations for positive behavior and predictable routines for students.
- Post expectations for positive behavior throughout the school.
- Regularly communicate high expectations for student success demonstrating positive behavior.

2) Teach positive behavior:

- Build positive relationships with students.
- Model positive behavior for students.
- Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
- Practice expected behavior with students in all settings.

3) Reinforce positive behavior:

- Regularly review expectations for positive behavior; re-teaching and allowing practice as needed.

- Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
- Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning.

LEVEL I - MISBEHAVIORS

- Eating food and drinking non-water beverages in the classrooms and hallways (1st warning)
- Minor classroom disruption
- Displaying and using MP3 players, cellular telephones and similar electronic devices in school. (The electronic device may be confiscated and released to student at the end of the school day.)
- Running and/or making excessive noise in the hallways
- Posting or distributing materials on school property that causes a disruption to the educational process
- Sleeping in class (1st warning)
- Not completing class work (1st warning)
- Dress Code Violations
- Failing to provide proper school identification or hall pass
- Using inappropriate language in hallways or classroom
- Public display of affection

CORRECTIVE ACTION I

Teachers will utilize a multi-tiered behavior intervention system in order to help curb inappropriate behavior in the classrooms.

If the inappropriate behavior cannot be corrected by classroom interventions, then a referral to the administration may be made for disciplinary action.

Level I misbehaviors may result in one or more of the following:

- Teacher conference (with student alone or with parent(s)/guardian(s);
- Dean of Students conference (with student alone or with parent(s)/guardian(s);
- Parent/guardian contact by telephone
- Application of Restorative Justice Practices
- Detention (after school or Saturday)

The Dean of Students may utilize school based or agency mediation programs for conflicts between students as needed.

Flagrant violations of Level I misbehaviors may result in an in-school-suspension.

LEVEL II - MISBEHAVIORS

- A. Leaving school or classroom without permission in the absence of an emergency declared by the administration.
- B. Using abusive or profane language towards teachers, staff or students including name calling, racial slurs, etc.
- C. Threatening or intimidating another person verbally or physically.
- D. Causing an interruption of education in the classroom.
- E. Not following the directives of school personnel.
- F. Participating in or initiating actions that result in the disruption of the school.
- G. Fighting, hitting, or other physical altercations.
- H. Vandalism and/or destruction of property.
- I. Gambling on school premises
- J. Trespassing or bringing unauthorized visitors to the school or after school activities
- K. Participating in hazing activities
- L. Engaging in sexual contact such as with mutual consent (i.e.: kissing, showing excessive physical affection)
- M. Engaging in an activity that may create a condition that is unsafe or unhealthy to others
- N. Demonstrating defiance, insubordination, disrespect, or non-compliance to teachers or staff
- O. Forgery
- P. Cheating
- Q. Disruption during a standardized test or a district assessment
- R. A display of gang affiliation (i.e.: handshake, haircut, tattoo, writings on paper/notebook, vandalism)
- S. Any behavior not otherwise listed, but is disruptive to the educational process, school environment, and/or school community.
- T. Repeated acts of cheating or copying assignments or class tests (see Homework/Plagiarism Policy)
- U. Theft or possession / control over stolen property that costs less than \$150
- V. Possession, sale or distribution of tobacco, including electronic cigarettes
- W. Bullying behaviors
- X. Persistent tardiness
- Y. Repeated violations of Level I behaviors

CORRECTIVE ACTION II

The Dean of Students may assign the following for Level II misbehaviors:

- Application of Restorative Justice Practices
- Parent conference
- Behavioral Contract and/or assignment
- Detention (after school or Saturday)
- In-school Suspension
- Suspension up to 3 days

Dean of Students (or other administrators) may issue a suspension up to 3 days if any of following conditions apply:

- (1) student's continuing presence in school would pose a threat to school safety or
- (2) a disruption to other students' learning opportunities.

If a behavior contract is warranted for multiple and/or repeated Level-II violations, parents or guardians will be given three school days to meet with the deans / teachers to review the contract. Repeated violations of Level-II misbehaviors as identified on the contract may result in a referral for expulsion.

LEVEL III - MISBEHAVIORS

- A. Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to school and/or showing intent to use in a harmful manner.
 - a. A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (examples: guns, knives, knuckles, clubs, etc.)
 - b. A dangerous instrument is anything that although not specifically designed to hurt someone, is used to hurt someone or put someone in fear (examples: belts, combs, compasses, etc.)
 - c. An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.)
 - d. Any object, which closely resembles a weapon or explosive and could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc).
- B. Threatening or intimidating either verbally or physically a staff member.
- C. Intentionally causing physical injury to a school staff member.
- D. Battery, assault or aggravated assault.
- E. Vandalism that results in damages exceeding \$500 or that is done to personal property belonging to any school personnel.
- F. Participation in mob action that results in injury to another person or property
- G. Intentionally causing or attempting to cause physical injury or intentionally behaving in such way as could reasonably cause physical harm towards a person.
- H. Persistent or severe acts of sexual harassment - unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment

- I. Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force
- J. Engaging in drug related activities, including but not limited to:
 - a. Making, selling, or distributing drugs, alcohol or tobacco/counterfeit drugs at school
 - b. Bringing readily identifiable drug, alcohol or tobacco instruments or paraphernalia to school or having such items in his/her possession
 - c. Using or possessing drugs or alcohol at school
 - d. Being under the influence of drugs and alcohol
- K. Intentionally burning or attempting to burn property
- L. Stealing or attempting to steal or possession of stolen property totaling more than \$150
- M. Damaging or attempting to damage property of the school, staff, and students
- N. Forcibly entering a school building, locker, classroom, or secured enclosure
- O. Extorting or attempting to extort property
- P. Falsely sounding a fire alarm, or causing a fire alarm to be sounded
- Q. Falsely communicating or causing to be communicated that a bomb is located in or on property
- R. More than one person acting together to intentionally cause harm or injury to an individual (battery)
- S. Bringing inappropriate sexual materials or content to school
- T. Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy.
- U. Severe acts of Cheating (collusion) on and/or disruptions to state mandated or district assessments.

CORRECTIVE ACTION III

Level III offenses are considered to be illegal and/or most seriously disruptive behaviors that 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.

For Level III offenses, a student may be suspended up to for five days. A student may be suspended for six to ten days at the principal's (or designee) discretion with written justification.

Restorative justice practices may be used in addition to suspension and discretionary referral for expulsion.

Parents will be informed of any Level III misbehavior offense committed by their child immediately by the administration of the school.

Students who are found to have Violated Rule III-B and/or C (staff assault) and Rule III-J (drugs) or any Level III rule may be referred for expulsion. Students who bring firearms on school property, in a school vehicle, or any school-sponsored event shall be expelled for a minimum of one academic year (Rule III A).

10. RESTORATIVE JUSTICE

BALANCED AND RESTORATIVE JUSTICE STRATEGIES

Balanced and restorative justice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called “Restorative Justice” and “Restorative Practices.” A combination of strategies may be used at the discretion of the principal (or designee) in lieu of, or in addition to certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort.

Circles (Also called Peacemaking Circles, Peace Circles, Healing Circles, Circles of Understanding)

Circles use traditional circle ritual and structure to allow all participants to speak from the heart, share in a search for understanding, and together identify the steps necessary to heal all affected parties and prevent future offenses.

Circles typically involve a multi-step procedure that includes: (1) agreement by the referred student to participate in the circle process; (2) a healing circle for the injured party; (3) a healing circle for the referred student; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the referred student. The healing plan may incorporate commitments by the school, community, and family members, as well as by the referred student. Procedures vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

Circles are not appropriate for all offenses. To determine whether a circle is appropriate, consider the connection of the referred student to the community, the sincerity and nature of the referred student's efforts to be healed, the input of injured parties, and the dedication of the referred student's support group.

Community Service

Community service is work performed by a referred student for the benefit of the school community. Because neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way a referred student can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

Examples of community service include: programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers the injured party the opportunity to provide input into the types of community service they would like to see the referred student perform, including activities that directly benefit the injured party or a charity or project of the injured party's choice.

11. BULLYING POLICY

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, and sexual harassment and violence.

The Chicago Math and Science Academy asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- **I will not bully others.**
- **I will try to help anyone I suspect is being bullied.**
- **I will work to include students who are left out.**
- **If someone is being bullied, I will tell an adult at school and an adult at home.**

Scope

This policy protects students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Academy recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender.

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 Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation (“bus stops”);
3. Through the transmission of information from a CMSA computer or computer network, or other electronic school equipment;
4. When communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
5. When it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided transportation;
6. When it is a Student Code of Conduct (“SCC”) Level 2 and 3 offense that occurs off campus but seriously disrupts any student’s education.

Definitions

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have 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 substantially 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: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation,

destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

“Cyberbullying” means using information and communication technologies to bully.

“Retaliation” means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Intervening to Address Bullying Responsibilities of CMSA Employees and Contractors

All CMSA employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

1. Intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
2. Report the incident of bullying or retaliation to the Principal/Designee as soon as practicable
3. Cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable.

Investigation

1. The Principal shall select a designee, employed by the school and trained in investigative procedures, to perform the investigation.
2. Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
3. The investigation shall include:
 - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it;
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

- c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
 - e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
 - f. Comprehensively documenting the details of the investigation.
4. When the investigation is complete, the Principal/Designee shall ensure the investigation report is submitted to CPS.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the investigation report.

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability that affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying. In cases where the target or the student engaging in bullying behavior has a disability, the Principal/Designee shall comply with all laws regarding consequences for students with disabilities.

Imposing Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed. The Academy will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. The Academy will avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved.

Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high

What Not To Do

- Solicit an apology from the perpetrator to the target, use peace circles, victim/ offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Research shows that bullies often lack empathy so their attempt at expressing remorse may not be genuine. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking.

The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the CMSA School Board within 15 calendar days of notification of the Principal's decision.

12. DUE PROCESS

All students at CMSA are entitled to the rights guaranteed by the Constitution of the United States and Bill of Rights. Students' rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the unacceptable student behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from school activities to suspension, expulsion, and criminal prosecution. **(parents/students will be notified of updates to this handbook)**

All students at CMSA have the right to feel that they are physically, emotionally, and intellectually safe.

- Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
- Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.

DETENTIONS

Detention is a tool used by schools including CMSA as part of the overall strategy to help combat and curb discipline issues or problems. Detentions require students to report to a designated area for a specific period of time usually before/after school and can at Dean's discretion occur on off times such as Saturdays etc.

Detentions can be assigned by teachers as part of the classroom management plan and by the Dean of Students or other Administrators. At CMSA, Detentions will be held as follows:

Parents/Guardians will be notified of all detentions scheduled regardless of who issued the detention.

- Teacher assigned detention will be served with the teacher in a classroom and the time will vary depending on the need of the teacher. Detention can be assigned for before or after school. Teacher will determine the length of time of the detention but cannot exceed more than forty-five (45) minutes.
- Dean/Administrator assigned detentions will be served on Monday through Friday between 3:25 pm and 4:00pm.
- Depending on the situation a three (3) hour detention may be assigned to be served on a specific day and time as may be needed. 3 hour detentions may be held on weekdays between 3:15pm and 6:15pm and on Saturdays from 9:00am to 12:00pm. Parents/Guardians will be notified of all 3 hour detentions and their schedules.
- Students who fail to serve assigned detentions may be subject to further disciplinary action.

IN-SCHOOL SUSPENSION:

In-School Suspension (ISS) is served inside the school building. Notice of the in school suspension and the reasons for the suspension will be given to the student in writing by the dean of students after hearing the issues involved in a situation. During the in-school suspension students will be given a writing assignment and given the opportunity to work on some of their missed class work.

SUSPENSION OUT OF SCHOOL:

Suspension out of school can be assigned with or without services and is served at the student's home or residence under the direct supervision of a parent or guardian. For suspensions of 4 or more days, it will be noted in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services. Notice of suspension and the reasons for the suspension will be given to the student in writing by the dean of students after hearing the issues involved in a situation. If you are suspended, you may have the opportunity to make up work that you missed during the suspension. Please refer to "Make Up Work" section under the Attendance Policy.

You and your parent/guardian may appeal a suspension within one (1) school day of the suspension being issued. This appeal must be made to the CMSA principal in writing. As designee of the Board of Directors, the Principal may review any case in where an action (suspension) was taken under the governance of the student code of conduct. Parents may appear and discuss the adjudication of the case at this time. The decision of the CMSA principal is final.

INFORMAL HEARINGS

Most discipline problems not leading to long-term suspension or expulsion are resolved at the building level through an informal hearing involving the student, parent/guardian and teacher or building administrator. During the hearing, the student and parent/guardian hear the charges, evidence and consequences. The student tells his/her side of the story. Various problem-solving strategies may be used.

EXPULSION

Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.

If a student is referred for an expulsion, he or she will be suspended from school for ten days. Parents/guardians will be notified of the expulsion hearing time and date within three business days of the referral being made. The hearing will be scheduled to take place on or before the tenth day of the suspension period.

The CMSA Board of Directors will hear the case and make a decision regarding the student's expulsion status. The referred student and his/her parents/guardians have an opportunity to respond to the charges against him/her, question witnesses against him/her, answer questions, and present witnesses/evidence on his/her defense. If expelled, the parent or guardian will be notified of the number of days the student will be expelled for.

The decision to expel any student will be provided in writing within two business days of the expulsion decision. Parents may also request a phone call or email.

An appeal may be made within three school days of the expulsion decision. This appeal must be made in writing to the president of the CMSA Board of Directors.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES¹

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

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

1. 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. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the

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

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 appropriate educational services.

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

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

13. PLAGIARISM POLICY

Schoolwork (ie: classwork, homework, projects, tests...) is an essential part of the educational program at CMSA. Doing schoolwork helps students develop valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign schoolwork which fosters individual learning and growth and is appropriate for the subject area. Schoolwork is part of all students' regular assessments and grades. It is the student's responsibility to complete and turn in all schoolwork on time. If there are questions about schoolwork, immediately contact the teacher who assigned it.

CMSA Plagiarism Policy:

1st offense:

- Teacher makes a copy of the work for the student's file.
- Teacher calls home to alert parents of the situation.
- Teacher holds an after school conference with the student to facilitate correction of the infraction. (Failure to show up to the conference will result in zero credit for the assignment).

2nd and repeated offenses:

- Teacher makes a copy of the work for the student's file.
- Teacher calls home to alert parents of the situation.
- Student is referred to the Dean of Students for violations of the CMSA Academic Honesty Policy. (2nd and repeated offenses will result in automatic loss of points or credit for the assignment.)

14. ILLNESS, INJURY, AND MEDICATION POLICIES

CMSA will have a school nurse and/or first-aid-trained-professional available to discuss or assist with medical problems or concerns. Unless you are ill, you must make an appointment in advance with the nurse.

ILLNESS OR INJURY DURING THE SCHOOL DAY

Please follow these three rules if you become ill or injured during the school day.

- You should report to a staff member.
- If you do not inform a staff member and miss class, it is considered an unexcused absence.
- Never just leave the building. Always report to the main office or administrator to be signed out by a parent/Guardian

MEDICATION POLICY

Medication should not be brought to school unless it is essential to the health of the student, and there is proper documentation on file. If a student must take medicine at school, these procedures must be followed:

- The medication to be administered by designated school personnel must be
 - 1) Sent directly from the pharmacy or physician's office

- 2) Or brought to school by the student's parent/guardian.
- The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.
 - The medication container must be clearly printed with the following information:
 - ✓ Student's Name
 - ✓ Name of the medication
 - ✓ Dosage
 - ✓ Time the medication must be taken.
 - Bring in only the amount of medication that is needed for a school day.
 - In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student, a parent must pick up any/all medication from the school's main office.
 - All medication will be kept in a secure location in the main office.

Students are not allowed to carry medication with them at school unless they meet the following conditions:

- It is warranted by a potentially life-threatening condition and advised by their physician, through a **Physicians Report** and a Medication Self-Administration Form is on file in the office signed by the student's parent, physician, and the principal/**designee**.

*Aspirin, Tylenol, and other patent drugs **will not be administered and are not available from school.***

15. LOCKERS

Each student will be assigned a locker or share a locker for his/her individual use at CMSA. This locker is for storing books, coats, and personal items necessary for school. The lockers should not be used to store valuable items you bring from home. CMSA will not be liable for personal items you leave in your locker or bring to school with you. To keep your school items safe, we strongly advise you to keep your locker private. Do not trade lockers with another student. Do not let another student share your locker, other than your partner. It is your responsibility to see that your locker is kept locked and in order at all times. You should report any damage, vandalism or non/working condition of your locker to the dean of students. Please remember that your locker is school property and remains at all times under the control of the school; however, you have full responsibility for the security of your locker and what is in it. Periodic locker checks may be made by CMSA staff to ensure that lockers are kept clean and orderly.

16. LOST AND FOUND

Lost and found is located near the copy room. Any items found will be placed in the lost and found. There will be a lost and found box located in the copy room. If you find books, clothing or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. Every month the lost and found will be sent to a charity and the school is no longer responsible for the missing items. Lost and found box can be checked out before or after school only.

17. PHONE CALLS

Teachers will not be allowing students to make phone calls during class time from anywhere. If a student comes down to the main office to use the phone for any other reason beyond sickness or emergency, they will be told to return to class.

Parents calling the school during normal school hours to speak with their child are restricted unless it is an emergency. **Messages will not be taken for any student, and if one is taken the message will be**

delivered by 8th **period**. Messages taken after school hours will be given to the child whenever possible by paging the child to the main office to pick it up.

18. LUNCH PERIODS

CMSA maintains a cafeteria for the benefit of the student body. A complete breakfast and lunch is served every day. You may bring your own lunch from home and eat it in the lunchroom if you wish to do so. If you bring your lunch, you must leave it in your locker until your lunch period. Food or beverages of any kind are not permitted in the classrooms, the halls, or their equivalent. All food is to be consumed in the lunchroom.

Lunchroom misconduct will not be tolerated. Disorderly conduct, fighting, throwing of food or objects, excessive horseplay and table pounding may result in disciplinary action.

- **CMSA is a Closed Campus School.** Students are not allowed out for lunch and the ordering of foods from outside vendors is prohibited.
- Enter the lunchroom in a quiet, orderly manner with your ID clearly visible. Entrance to the lunchroom is through the interior corridors only.
- There are no reserved seats.
- After eating your lunch, remove your dishes and trays. Put all refuse in trash cans. Students who do not clean their areas are subject to disciplinary action.
- You may only leave the lunchroom with a valid pass from a teacher or safety and security staff inside the lunchroom.
- Technology may be used at the discretion of the Dean of Students

Because of fire regulations and other possible emergencies, aisles must be kept clear. If a fire or emergency alarm is sounded, students **MUST** evacuate the lunchroom even if their lunch has not been eaten. Taking food out of the cafeteria during drills and/or evacuations is not allowed.

19. PUBLIC AREAS: HALLWAYS, STAIRWELLS, AND LAVATORIES

Hallways, stairwells, and lavatories are areas used by all members of CMSA. Because everyone uses these areas, there are rules of conduct that all students must follow.

- You may not loiter in the halls, lunchroom, lavatories or on staircases.
- You may not eat in halls, lavatories, or on staircases.
- You may not run in the halls, lunchroom, lavatories, or on the staircases.
- You may not use any profane or vulgar language while in these areas.
- You may not yell, scream, hit lockers or otherwise make excessive noise while in these areas.
- You must do your part to keep these areas clean and safe.
- Do not leave belongings on the floor outside your locker.
- Make sure you clean up after yourself and appropriately dispose of all trash.
- Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
- Do not roughhouse, push, or wrestle.

These behaviors will be considered Level II misbehaviors and consequences will be assigned.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office.

20. SCHOOL ACTIVITIES

CMSA will offer a range of activities that will enrich student learning during the school day and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

FIELD TRIPS

Field Trips offer exciting ways to learn. CMSA students will have the opportunity to go on field trips at various times throughout the school year. Field trips are a privilege, and if a student is deemed unfit to attend because of academics or behavior issues, teachers and/or the dean of students reserve the right to hold students back from a trip. For all field trips, you will be expected to follow these rules:

- You must bring to school the Field Trip Permission Slip signed by your parents or guardian by the specified date. No phone calls will be accepted as permission.
- You must wear your school uniform unless otherwise specified.
- You must abide by CMSA codes of student conduct while on the field trip

International Trips

- Due to the extensive amount of planning and responsibility on a teacher these trips require, different regulations will apply and will be based on the judgment of the teachers.

AFTER-SCHOOL ACTIVITIES

There is no better way for students to enrich their education than by taking parts in clubs and after-school activities or working with a teacher. These opportunities will allow you to explore more deeply things you already enjoy and to try other areas that sound interesting. If you stay for an after-school activity, you will be expected to follow these rules:

- You must be with a teacher or other staff member at all times.
- You must arrange for your own transportation to arrive promptly at the end of the activity.
- You must abide by the CMSA code of student conduct while participating in the activity.
- You may not roam the hallways and if you are caught roaming the hallways you will be asked to leave.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that looks interesting.

If you are not attending a school activity you are required to leave the building or will be asked to enter a classroom. If there is any inappropriate behavior your parents will be called and they will need to pick you up immediately.

AFTER-SCHOOL RULES

If you are not attending an after school activity or receiving tutoring you must leave the school by 3:25 p.m. At 4:15 p.m., hallways and all common areas will be swept by the school staff. Students cannot stay in classrooms if they are not involved in any extracurricular activity or not with a teacher. If your behavior is not within proper conduct you will be referred to an administrator. All students not involved in an activity will be removed from the building at 4:15 to wait outside for their ride. Please make sure to pick up your student before 4:15 p.m.

21. BELL SCHEDULE

MS Schedule A		
1st	8:15	9:00
2nd	9:03	9:48
HR	9:51	10:01
3rd	10:04	10:49
Lunch	10:49	11:15
4th	11:18	12:03
5th	12:06	12:51
6th	12:54	1:39
7th	1:42	2:27
8th	2:30	3:15

MS Schedule B		
1st	8:15	9:00
2nd	9:03	9:48
HR	9:51	10:01
3rd	10:04	10:49
4th	10:52	11:37
Lunch	11:37	12:03
5th	12:06	12:51
6th	12:54	1:39
7th	1:42	2:27
8th	2:30	3:15

HS Schedule A		
1st	8:15	9:00
2nd	9:03	9:48
HR	9:51	10:01
3rd	10:04	10:49
4th	10:52	11:37
5th	11:40	12:25
Lunch	12:25	12:51
6th	12:54	1:39
7th	1:42	2:27
8th	2:30	3:15

HS Schedule B		
1st	8:15	9:00
2nd	9:03	9:48
HR	9:51	10:01
3rd	10:04	10:49
4th	10:52	11:37
5th	11:40	12:25
6th	12:28	1:13
Lunch	1:13	1:39
7th	1:42	2:27
8th	2:30	3:15

22. VISITORS

Visitors for educational reasons are welcome at CMSA. Visitors must register with the office when they arrive. Parents must also check in the office and asked to pick up a badge for security purposes. We welcome our Alumni and ask that they coordinate their visit with the Alumni Coordinator two days in advance. If Alumni wishes to visit individual teachers they need to arrange this through the Alumni Coordinator and receive confirmation that their desired visit day is approved by said teacher. Alumni visitors will not be allowed to disrupt ongoing classes randomly.

23. UNIFORM AND PERSONAL APPEARANCE

CMSA has a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. You will be expected to arrive in dress code every day. School Faculty and staff strictly enforce the dress code. Only one warning will be issued for the entire school year. Please cooperate, display modesty and neatness, and take pride in these clean, neat and attractive uniforms. We rely on your common sense and your parents' and/or guardians' support in helping maintain this dress code. Both boys and girls uniforms can be purchased from the main office.

Official Uniforms

ADDITIONAL DRESS CODE REQUIREMENTS AND LIMITATIONS

In addition to making sure you are wearing the school uniform, CMSA requires that you follow these additional guidelines in terms of uniform appearance and personal appearance.

1. SHIRTS

- Students must wear maroon or navy polo shirt each day.
- Coats, non-school seal sweatshirts, windbreakers, jean jackets, ski jackets, or any other outerwear are not permitted to be worn in school or over the school shirt.
- Old CMSA shirts, sweatshirts, or vests with school logos are no longer accepted as proper uniform
- School shirts may not be altered.
- Gym uniforms (shirt and shorts) will only be allowed to be worn in gym class.

2. PANTS

- All students must wear khaki colored pants or slacks. Khaki shorts that fall below the knee the will be permitted.
- Pants and slacks must fit properly.
- All pants must be khaki in color.
- No blue jeans of any color.
- Pants must not be too baggy, sagged or too tight.
- No athletic pants or athletic shorts.
- No overly tight pants, leggings or “jeggings” of any kind.

3. SHOES

- Brown, black, tan or gray dress shoes are required. Athletic shoes may be worn.
- Flip-flops, stilettos, clogs, high heels, stacks, platform shoes, and sandals are not permitted.
- Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

4. GYM UNIFORMS

- Students must wear gym shirts and shorts and are not allowed to wear their own gym shorts or sweatpants. Students may not cut off or alter the gym shirts in any way.
- No short-shorts, jeans, jean shorts, cut-offs, lycra or spandex shorts are allowed.
- Students must wear gym shoes for gym and change to dress shoes after gym.
- Students are allowed to wear their gym uniform to gym class only. Gym uniforms are not permitted in any other class.

5. JEWELRY AND MAKE-UP

- Jewelry and accessories should be appropriate for school and not attract undue attention.
- Cosmetics should be appropriate for school and not attract undue attention.

6. HEAD COVERINGS

- No hats, caps, and other headgear or other head coverings (i.e.: scarves, bandanas) are permitted unless for religious reasons.

7. HAIR

- Students with hairstyles that are disruptive to the educational process will be required to change their hair at the dean’s discretion.
- No designs of any kind are permitted to be in the hair on the head or face.

8. DISTRACTING

- Any clothing or jewelry that is determined by a teacher or staff member to be distracting to the learning process is not permitted.

9. DRESS-DOWN DAYS

- No spaghetti strap shirts allowed.
- Midriffs or stomachs must be completely covered.
- Shorts, skirts, skorts, and dresses must fall no shorter than the knee.
- No flip flop or open toe shoes of any sort
- Pants must be worn at the waist; undergarments should not be revealed
- No drug, alcohol, or inappropriate clothing permitted

24. ADDITIONAL ITEMS

1. ELECTRONIC DEVICES

- a. Personal electronic devices (cell phones, tablets, MP3 players, etc.) will be permitted on the CMSA premises, but cannot be used, seen, or heard unless given permission by the classroom teacher for use in an academic setting.
- b. NO use of technology (ie. phones) in hallways or common areas

- c. Any confiscated electronic device may be picked up by a parent or guardian.
- d. If an electronic device is used, seen, or heard it will be immediately confiscated by any working professional at CMSA. CMSA is not responsible for confiscated items

2. FOOD AND DRINK

- a. Food and drink are only allowed in the cafeteria during school hours.
- b. Exceptions exist only under direct teacher supervision.
- c. Students may bring water into the classrooms.
- d. All non-sanctioned food or drink found in the school will be properly inspected or possibly discarded by CMSA staff if found to be questionable.
- e. Students who abuse their water bottle privilege will lose it for the rest of the year.

3. STUDENT IDENTIFICATION CARDS

- a. Every student must bring his/her student identification card every day and wear it around their necks at all times in the building.
- b. Students without an ID will receive an after school detention.
- c. To replace or obtain a new student ID card, the students will be charged \$7 (cost subject to change).
- d. ID's will be required for admittance to all extra-curricular events.
- e. ID's will be checked every morning at the door.

4. LOCKS

- a. Students are provided with CMSA approved locks to be used with lockers. Each replacement lock costs \$10.00 (cost subject to change)

CLOSED-CAMPUS STATEMENT

In order to maintain a safe and secure environment along with an atmosphere more conducive to the learning process, Chicago Math & Science Academy is a *closed-campus facility*.

CMSA Administration reserves the right to amend anything in this handbook. Any changes to this handbook will be provided to the students and parents.

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT/PARENT HANDBOOK
Chicago Mathematics & Science Academy

I acknowledge that I have received a copy of the student/parent handbook. I understand that it is my responsibility to read and abide by the rules outlined in this document.

_____ Student Name	_____ Student Signature	_____ Date
_____ Parent Name	_____ Parent Signature	_____ Date