

# STUDENT HANDBOOK



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## 1. Education Program

YCCS has identified a set of competencies that are essential to student success in high school and beyond. The competencies are categorized into the YCCS Cross-Cutting Competencies and YCCS Cross-Curricular Competencies and are derived from the Common Core State Standards, Next Generation Science Standards, and the 21<sup>st</sup> Century Skills. These competencies are the foundation for all curriculum offerings. Campus sites are to align their courses and graduation standards to these competencies.

All courses, courses of study, and learning experiences and opportunities are developed to address specific Performance Indicators from the YCCS Cross-Cutting Competencies and YCCS Cross-Curricular benchmarks from the different content areas that lead to a high school diploma from YCCS. Course offerings are in the seven (7) fundamental learning areas of:

- Language Arts
- Mathematics
- Science
- Social Studies
- Fine Arts
- Physical Development and Health
- Electives

Our Cross-Cutting and Cross-Curricular Competencies emphasize personal responsibility, social development, career integration as well as self-discipline, community involvement, and economic literacy. Academic subjects are supported with project, problem, and inquiry-based learning activities; contextual learning; interpersonal and interactive learning opportunities; authentic learning; engaged learning; participatory modes of instruction; team teaching; interdisciplinary teaching; seminars and group instruction; guest presentations; integrated math and science; and other alternative educational methodologies. For YCCS students who are below grade level in reading and/or math, ongoing instruction focused on reading and math skill gap remediation is provided simultaneously in order to bring students up to grade level.

Instruction is to be coordinated and monitored by the campus administrator. In this area, the Campus Administrator communicates the educational vision to staff, students and parents and oversees and is responsible for instruction.

Teachers and campus administrators develop course curriculum maps, course syllabi, and lesson plans. The administrator(s) of the school verify the following: lesson plan preparation, instructional themes, assessment practices, competencies and content of curriculum, and instructional methodology and strategies. All course information must be communicated to students and parents in the context of a syllabus which includes the teacher's name, course name and description, teacher phone number/e-mail, teacher availability for parent and/or student meetings, course competencies, grading criteria, content outline and calendar.

It is the expectation of YCCS that teaching and learning is monitored at the classroom level by the campus administrators weekly and by YCCS staff quarterly and as needed.

## 1.1 Multiple Pathways

A core component of YCCS' education program is the provision of multiple pathways to graduation. YCCS campuses may offer multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Under this rule and through administrative provisions, YCCS has broadened the definition of what could qualify as courses that meet the requirements of the diploma to include traditional classroom-based courses and classes, Learning Pathways, and Applied Academics Courses, and Extended Learning Opportunities.

### A. Traditional Classroom Based Courses

A YCCS campus may offer strictly time-bound courses based on the Carnegie unit and the awarding of academic credit based on how much time students spends in direct contact with a classroom teacher. The standard Carnegie unit is defined as 120 hours of contact time with a teacher.

### B. Learning Pathway Options

A YCCS campus may offer students a range of learning experiences that are categorized under the heading of Learning Pathway Options that are age-appropriate educational delivery methods that are academically rigorous and incorporate the student's interests. Each pathway must provide a quality learning experience comparable in rigor to the campus' traditional classroom-based course offerings. Learning Pathways include, but are not limited to, the following:

- Dual enrollment or early college courses
- Career and technical education programming
- Online or blended learning options

Students who successfully complete an approved learning option will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official transcript.

### C. Applied Academics Courses, Classes, and Units of Study

A YCCS campus may offer courses, classes, and units of study through alternative delivery models for academic content. These may include but are not limited to integrated academic course sequences, project-based learning, and an integrated or thematic equivalent of subject area courses in so far as standards are met. Applied academics can occur in a variety of contexts that incorporate standards from one or more academic disciplines. Students may earn full or partial academic credit by successfully demonstrating they have met standards and expectations through applied academics. Students who successfully complete an approved applied academic course, class, or unit study will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official transcript.

### D. Extended Learning Options

YCCS encourages students to explore a broad range of learning experiences, including outside-of-school options that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. A YCCS campus may offer students the opportunity to engage in Extended Learning Opportunities that include, but are not limited to:

- Apprenticeships, internships, field work, or exchange experiences
- Independent studies
- Summer enrichment and credit recovery programming

- Work-study
- Service-learning projects

To pursue an Extended Learning Option, students work with teachers, advisors, and counselors, and to identify alternative courses, programs, or student-designed learning experiences, including independent studies and long-term projects that engage their personal interests and ambitions, align with one or more learning standards, and meet the campuses graduation requirements. All students engaged in Extended Learning Options will create a Personalized Learning Plan intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

To pursue an Extended Learning Option, including outside-of-school learning options, students and teachers work together to describe the intended learning experience in a Personal Learning Plan, including how the experience will satisfy both graduation requirements and expected cross-curricular and content-area standards.

- Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must enable students to achieve at least some of the performance indicators taught in a comparable classroom-based course. Some interdisciplinary pathway experiences may enable students to achieve performance indicators addressed in multiple content areas or classroom-based courses. The student's Personal Learning Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.
- All Extended Learning Options must be approved, reviewed, certified, and documented by administrators, teachers, and staff at the campus. Teachers working in collaboration with all participating outside instructors or supervisors, will certify that learning experiences culminate in the demonstration of proficiency on the graduation standards and performance indicators detailed in a student's approved Personal Learning Plan.
- To satisfy YCCS graduation requirements, all Extended Learning Option must (1) be approved in advance by the school and (2) be of an equal or higher rigor and quality as the school's academic courses (3) evaluated by a certified teacher. If questions arise about the rigor, quality, or standards of a learning option, the principal or a designee will make the ultimate determination.
- The availability of Extended Learning Options is to be detailed in the campus' annual program of studies. Students who successfully complete an approved learning option will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official transcript.

## **1.2 Course Alignment with the YCCS Competency-Based Education (CBE) Framework**

Beginning with the 2018 student cohort, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards in all courses and classes before receiving a high school diploma.

- To satisfy course requirements, all students must be engaged in proficiency-based educational experiences in the content areas articulated in the YCCS Graduation policy in each year of their YCCS enrollment.
- YCCS campuses will apply a set of course standards and performance indicators that align with the content-area standards articulated in the Illinois State Code and the YCCS Competency-based Curriculum Framework. The YCCS Competency-based Curriculum Framework is organized around:

- *Four (4) cross-cutting competencies embedded and taught in all content areas*
  - *Subject-area performance indicators for each subject area course*
  - *Essential content for each YCCS course based on Illinois requirements*
  - *Performance indicators for each cross-cutting competency*
  - *Learning objectives*
- C. YCCS campus administration, faculty, and staff will develop curriculum maps for all courses, classes, units of study, and learning experiences using the standards and performance indicators articulated in the YCCS Competency-based Curriculum Framework. The curriculum maps are the official curriculum of each campus.
- D. A copy of each campus' curriculum map will be kept on file at YCCS and submitted to the district (Local Education Agency) as part of the YCCS charter application. Prior to implementation, any changes to a campus' curriculum maps must be submitted to YCCS for approval.
- E. Titles of courses must align with the Illinois State Board of Education Course Catalog. Campus may use subtitles to identify unique or specific content, as long as the main title is selected from the course catalog.
- F. The responsibility for planning and scheduling courses, delivering instruction, and awarding credit resides with the local campus. The YCCS Competency-based Curriculum framework helps campuses align curriculum and instruction to allow students to demonstrate that they have met rigorous expectations and meet graduation requirements.
- G. Demonstrated mastery of course competencies shall be the basis for awarding course credit.

### **1.3 Curriculum Design**

Using the YCCS Competency Based Education Framework (CBE), our curriculum goals are to strengthen knowledge and mastery of the YCCS Cross-Cutting and Cross-Curricular competencies. Our instructional methods allow for flexibility in teaching approaches, which connects to student interests and addresses the student's individual skill and credit needs.

YCCS requires all campuses to create curriculum maps aligned to the YCCS CBE Framework for all courses offered at the campus. The Framework aligns all competencies to the Common Core State Standards, Next Generation Science Standards, and the 21<sup>st</sup> Century Skills. Our fundamental learning areas are English/Language Arts, mathematics, science, social science, fine arts, and physical development and health. Supplemental areas may include courses in career awareness, foreign language, career education in a vocational area, work readiness, enrichment (remedial level instruction in reading and math), consumer education, driver and safety education, and conservation of natural resources. Depending on the course taken, students will receive one credit, a half credit, or quarter of credit, upon successful performance and demonstration of mastery of course competencies, at the end of an academic term. Credit can be earned through seat time, mastery of performance objectives identified in the student's Alternative Education Plan (AEP), and through independent study.

Within this framework, each campus is free to offer a variety of courses to meet the credit and instructional needs of YCCS student population. Courses can be designed to provide a general education that enables all youth to thrive in a democratic society and to:

- Develop technological and vocational competence for students seeking immediate immersion into employment after high school;



- Enroll in college courses for college bound youth;
- Enrichment courses and experiences directed toward individual student interests and needs that widen and deepen learning abilities; and
- Exploratory courses and experiences that encourage students to examine varied sources of learning.

## 1.4 Academic Skills and Standards

Students will be able to appropriately demonstrate mastery of key skills and content in language arts, writing, arithmetic/mathematical operations, social studies, fine arts, and science. Core academic skills also include listening and speaking across the curricula.

- A. *Language/Reading* – *Students will increase reading levels through being able to locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. Students will be able to read and interpret a variety of literary text, understand how literary elements and techniques are used to convey meaning, apply word analysis and vocabulary skills to comprehend selections, apply reading strategies to improve understanding and fluency and comprehend a broad range of reading materials.*
- B. *Writing*-- *Students will communicate thoughts, ideas, information, and messages in writing and create documents such as letters, directions, manuals, reports, graphs, and flow charts. Students will be able to use correct grammar, spelling, punctuation, capitalization and structure, compose well organized and coherent writing for specific purposes and audiences and communicate ideas in writing to accomplish a variety of purposes.*
- C. *Arithmetic/Mathematics*— *Students will increase math levels through being able to perform basic computations and solve practical problems by choosing appropriately from a variety of mathematical techniques. The student will have knowledge and use of numbers and their representations in a broad range of theoretical and practical settings that may include measurements, algebraic methods, geometric methods, and data analysis and use.*
- D. *Social Studies* – *Students will be able to understand, explain, and interpret world political systems, world economic systems, important events, trends, people, movements in history, world geography and the effects of geography on society and social systems. The curriculum must include a unit of instruction on the studying acts of genocide across the globe, including, but not limited to the Armenian genocide, the Famine-Genocide in Ukraine, and atrocities in Cambodia, Bosnia, Rwanda, and Sudan. In addition, a unit must include US History and the successful completion of Public Law 195.*
- E. *Physical Development and Health* -- *Students will be able to understand, explain, and/or interpret communicable and degenerative diseases and immediate and long-term effects of health habits on body systems. Students will understand public health policies’ role in preventing and controlling illness, the effect of the aging process on body systems and the interpretation of health-related physiological data. Students will understand individualized health fitness planning.*
  - *Vendors must include in their curriculum training for students on how to properly administer cardiopulmonary resuscitation (in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization) and how to use an automatic external defibrillator.*
- F. *Science*- *Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.*

- G. *Listening*—*Students will* be able to receive, attend to, interpret, and respond to verbal messages and other cues.
- H. *Speaking*—*Students will* be able to organize ideas and communicate orally. They will show assured and fluent use of Standard English in a range of situations and for a variety of purposes.
- I. Career and Life Skills--*Students will* have knowledge of primary and secondary sources of career information, causes of unemployment, budgeting skills, credible job search strategies, entrepreneurship, and lifestyle planning which will enable them to pursue their own path of learning throughout their adult lives.
- J. Consumer Education - Students will complete at least one semester (60 hours of instruction) that cover all elements of financial literacy including, but not limited to the following:
- Installment purchasing (credit scoring, managing credits and debts, loan applications)
  - Budgeting
  - Savings and Investments
  - Banking (balancing a checkbook, opening bank accounts, calculating interest rates)
  - Understanding contracts
  - State and Federal Income Taxes
  - Insurance
  - Price comparisons
  - Students must also understand the free enterprise system. The roles that agriculture, business, labor unions and government play in formulating and achieving the goals of the free enterprise system and the interaction of consumers with all of these stakeholders.

Underlying and utilized throughout each of the above subject areas are the following other skill attainment objectives:

- K. Thinking Skills: Students will be able to demonstrate critical thinking skills (creative thinking, appropriate decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning) as demonstrated through the creation of one or more products:
- *Creative Thinking*—*Students will* be able to generate new ideas
  - *Decision-Making*—*Students will* be able to specify their own personal goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternatives.
  - *Problem Solving*-- *Students will* be able to recognize problems and devise and implement plans of action.
  - Visualizing -- *Students will* be able to organize and process symbols, pictures, graphs, objects and other information.
  - *Knowing How to Learn*—*Students will* be able to use efficient learning techniques to acquire and apply new knowledge and skills.
  - *Reasoning*—*Students will* be able to discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - Personal Qualities: Students will display responsibility, self-esteem, sociability, self-management, integrity and honesty as demonstrated through:
    - Participation in and successful completion of counseling and social support activities
    - Participation in successful completion of life skills classes
    - Specifying appropriate goals, constraints, and alternatives through the AEP process

## 1.5 Class Size

YCCS believes in the academic value of small class size. Although YCCS does not prescribe class size limits, it does clearly set recommended guidelines. Campuses are expected to meet the guidelines for average class sizes across classrooms. That means the guidelines would not necessarily be met in each and every classroom but should be met on average across classrooms

The classroom guidelines are as follows:

15-20 Students

Average Classroom Size- 18 students

Class composition will be considered by campuses in setting class size. For example, classes with special education students, students whose first language is not English, and at-risk students should be smaller than the suggested guideline. Classes should also be smaller in cases where there are limitations on available teaching stations or safety considerations such as vocational classes. Campuses are to report annually on average class sizes.

## 1.6 Promotion Policy

In order to assure that students are well prepared for junior and senior levels of high school as well as post-secondary transition, and to assure that students are adequately prepared to meet the Illinois State exit requirements and YCCS goals of increasing the number of students who exit at the early and late high school bench mark and who successfully transition to post-secondary employment, education or military settings, YCCS had developed the following categorical population pools based upon the defined eligibility criteria:

### *Ungraded Underclassman Population*

All students who by definition:

- have completed 0%-49% of their credit requirements towards graduation
- have STAR scores in reading and math below 8.0

All students remain in the UNGRADED population until they successfully meet the requirements/eligibility to move to the 11<sup>th</sup> graded population, subject to student's AEP/IEP. If a student does NOT meet a minimum of 8.0 on the STAR to progress to the 11<sup>th</sup> grade population, an RTI with supporting documentation will be written for the student to help provide support for improved overall performance. Students with an active RTI or applicable IEP will become identified 11<sup>th</sup> grade students after and with appropriate documented intervention. All AEPs should be developed upon student entry and reviewed quarterly as needed.

### *11th Grade Population*

All students who by definition:

- have completed 50%-74% of their credit requirements towards graduation
- have successfully passed the following core courses with a minimum of 70% or better or shown proficiency, for incoming credit to be accepted in the following courses:
  1. 2 English/Literature **and** are currently enrolled in an English or Literature course
  2. currently enrolled in a Writing course, if writing is not a MAJOR component of their prior English/Literature course
  3. 1 Math-which includes Algebra or Geometry **and** are currently enrolled in a math course

4. 1 Social Studies-which includes U.S. History **or** be currently enrolled
  5. 1 Science-which includes Biology **and** are currently enrolled in a science course
- Have a minimum Score of 8.0 on STAR in both reading and math.
  - A YCCS campus shall not promote a student to grade 12 statuses until that student has taken the SAT.

#### *Accelerated Students*

All students who by definition:

- begin in the ungraded population and accelerate during the course of school year to become 12<sup>th</sup> graders
- must be added to 11<sup>th</sup> grade population at 2<sup>nd</sup> semester and must meet 11<sup>th</sup> grade population requirements subject to their AEP/IEP
- will take the SAT and may become seniors as of May 19<sup>th</sup>.

#### *12<sup>th</sup> Grade Senior Population*

All students who by definition:

- have successfully passed or are currently enrolled in
  1. 3 English
  2. 2 Math
  3. 2 Social Studies
  4. 2 Science
- have a minimum of 1 semester (90 days) residency requirement

### **1.7 Graduation Requirements (Exit Requirements)**

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Youth Connection Charter School has adopted a competency-based system of teaching, learning, promotion, and graduation. Beginning with the 2018 student cohort, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers. YCCS' competency-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to meet the expected standards and graduate ready to navigate the world beyond high school. This includes being college and career ready.

- A. Amended Graduation Policy, YCCS campuses can amend its policies such that 18-24 credits can be earned by demonstrating mastery of required competencies for graduation. A high school credit can be earned as provided below:
- Credit is awarded in courses with defined subject level competencies that are based on 120 hours of instructional time; or
  - Credit is awarded in courses with defined subject level competencies that are equivalent to 120 hours of instructional content; or
  - Credit is awarded through an applied academics or learning pathways (project-based learning, interdisciplinary course, extended learning opportunities, thematic units) that are the equivalent of subject area courses/content in so far as competencies (standards) are met or
  - Credit is awarded through an approved online curriculum or through an appropriate exam designed to measure proficiency or mastery of identified standards

## B. Academic Requirements for Graduation

All students attending a YCCS campus may demonstrate that they have achieved proficiency in the content-area graduation standards articulated in the Illinois State Code. Meeting the standards may entail demonstrating proficiency in each of the content areas prior to graduation through a minimum of four (4) Exhibitions of Learning and/or Capstone project (interdisciplinary) evaluated by applicable rubric.

## C. Meeting Graduation Standards

In satisfying graduation requirements, all students must be engaged in competency-based educational experiences in the content areas of English Language Arts, Mathematics, Social Studies, and Science, Life Skills, and Career Development as needed to fulfill graduation requirements, in each year of their alternative education secondary school program. Also, curricula must include the cross curricular competencies of technology, literacy and numeracy. The standards of Career Development and Life Skills may be embedded and addressed in other content-area learning experiences.

- As articulated in the YCCS Competency-based Framework and as a requirement for graduation, students will demonstrate the following as cross-cutting competencies in all courses and independent work:
  1. *Critical Thinking (CCC 1)* Students can demonstrate the ability to apply critical thinking skills that evaluate or create an argument, problem or system, and relate learning to other subjects, personal growth, and/or what is significant in larger community
  2. *Effective Communication (CCC 2)* Students can demonstrate the ability to use a variety of methods, including reading, writing, listening, speaking and discussing, visual aids or video/audio representations, appropriate to the purpose and audience, to communicate effectively.
  3. *Creative Exploration (CCC 3)* Students can demonstrate the ability to draw on personal knowledge, interest and/or passion to discover their potential, develop their inner voice, and explore their place in the world.
  4. *Active Contributor (CCC 4)* Students can demonstrate the ability to holistically define their lives in broader social, global, and environmental contexts and act autonomously and collaboratively through projects, internships, and/or personal actions.
- In addition, students will demonstrate the following Habits of Mind and Life Skills:
  1. Habits of Mind (TBD)
  2. Life Skills (TBD)

Habits of Mind and Life Skills standards may be embedded and addressed in content-area learning experiences.

- YCCS campus administration, faculty, and staff will develop a set of graduation standards that align with the YCCS cross-curricular standards articulated in the YCCS Competency-based Framework.

- All students will complete exhibitions of learning, through which students will demonstrate their knowledge, skills, and dispositions in each content area, at least once a year, as a requirement of a core content course. Student exhibitions of learning will be assessed using the YCCS Exhibitions of Learning Rubric.
- Under specific circumstances (example less than 1 year residency, transfers from a non YCCS campus) students may demonstrate their knowledge, skills, and habits of mind through a capstone project. Capstone projects are to be interdisciplinary. Student exhibitions of learning will be assessed using the YCCS Exhibitions of Learning Rubric. A culminating demonstration whereby, a campus will determine 1-2 competencies from the campus policy for the exhibition and submit the chosen competencies to YCCS.
- All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, which will provide them with continued opportunities for academic, career, and personal growth.
- Students may satisfy YCCS' graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students are expected to develop an Alternative Education Plan (AEP) within the first quarter of being enrolled with assistance from counselors, teachers, and/or administrators that allows them to meet expected standards and pace and with the support they need.
- In addition to traditional classroom-based courses, a YCCS campus may offer students a range of learning experiences that are categorized as *Applied Academic Courses* and *Learning Pathway Options* (see policy and guidance in this document).

#### D. Transfer Students

For students who transfer to YCCS or are re-enrolled after dropping out, from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with YCCS' cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in a YCCS campus, these students will need to satisfy all assessments, proficiency in the YCCS competencies, and graduation requirements in the appropriate subject areas, as determined by the principal.

#### E. Students Receiving Special-Education Services

Students successfully meeting YCCS' cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

#### F. Delayed Awarding of Diplomas

If a student leaves high school to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year and a course in each core area, including U.S. History will be awarded a high school diploma, provided that the student has notified the Principal at the time of the early admission.

#### G. Participation in Graduation Ceremony

A student must complete all requirements for a high school diploma to participate in graduation exercises.

H. Credit by Examination/Proficiency-based Promotion

- Schools are to develop course exams and an exhibition that are issued to students to determine their skills, knowledge and disposition; then credit is earned
- An On-line course plus student completes an exhibition of learning

I. Dual or Concurrent Enrollment in Community College, College, or University

- Students must earn a C or higher in the course to receive the credit
- Students must complete all assigned course work, exams and/or projects
- Students must meet established attendance criterion established by the college partner
- Dual Credit teachers will embed YCCS competency-based learning within their respective courses including cross curricular performance indicators and/or exhibitions of learning

Required Course	Description	Units Required
<b>Credit Bearing Requirements</b>		
English	Four years of English, one year of which may be related to a career pathway	4 credits
Mathematics	Algebra I or Integrated Equivalent (1 year), a year-long course that includes Geometry, and one year may be related to a career pathway or computer science	3 credits
Science	2 years of laboratory science, must include Biology or a course integrating Biology	2 credits
Social Science	At least 1 year must be History of the United States or a combination of History of the United States and American Government	2 credits
World Language Fine Arts Career Education Debate	1 year selected from art, music, world languages (may include American Sign Language), CTE, or forensic speech (speech and debate).	1 credit
Electives	Selection of additional courses not already listed above	6 credits
Total Credit Required	Students must earn a minimum of 18 credits as described above to earn a diploma from the YCCS.	
<b>Other Requirements</b>		

Writing Intensive Courses	2 courses that contain a writing–intensive component, one year is part of an English language arts course and the other year may be part of an English language arts course or part of another course
Computer Literacy	One year of a course that includes intensive instruction in computer literacy, which may be English, social science, or any other subject, and which may be counted toward the fulfillment of other graduation requirements.
Service Learning	Forty hours of approved Service-Learning activities, two Service-Learning Projects equal to 20 hours each, or a combination of activities and projects equal to 40 hours.
Civics	Minimum of 18 weeks (1 semester) Civics
Consumer Education	Minimum of 9 weeks (1 quarter) Consumer Education
Health Education	Minimum of 18 weeks (1 semester) Health Education
Public Law 195	Demonstrate knowledge of U.S. and Illinois constitutions as part of subject area curricula and/or Constitution test. No student shall receive certification of graduation without passing an examination upon such subjects
State Testing Requirement (Currently ACT)	Students are required to take a standardized assessment, as determined by the State of Illinois, as a condition for receiving a regular high school diploma
10th-grade reading	Minimum of 10th-grade reading level as measured by the STAR assessment
Residency	Have a minimum of 1 semester (90 days) residency
FAFSA	<ul style="list-style-type: none"> <li>• Complete <i>Free Application for Federal Student Aid</i> (FAFSA) for qualifying citizens and eligible non-citizens or;</li> <li>• Alternative Application for IL Financial Aid for qualifying students or;</li> <li>• ISBE Non-Participation Form for extenuating circumstances</li> </ul>
Postsecondary Education Plan	Complete an individualized plan for postsecondary education, careers, and training in an approved format

### 1.8 Graduation Notifications to Seniors

All seniors and their parents will be sent written notification at the beginning of each school year listing the graduation requirements the students must meet in order to receive a high school diploma. Additional notices shall be sent at the end of each semester. Any senior who will not graduate because of failure to meet graduation requirements will be notified through certified mail when the preliminary graduation list is created (usually 4 weeks prior to graduation).



## 1.9 Credit

A YCCS campus shall grant core and elective credit towards the diploma, provided the method for accruing such credit is described in the student's Alternative Education Plan (AEP) and the student earns the credit by meeting the requirements of one or more of the options described in this rule:

- A. A student at a YCCS campus can demonstrate competence in a variety of ways and shall be offered options for earning credit required for the diploma by successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) in a course of at least 120 clock hours in accordance with ISBE school code. The classroom or equivalent work must meet Common Curriculum Goals and academic content standards required by ISBE school code and the Youth Connection Charter School as described in the YCCS Competency-Based Curriculum Framework. The following defines the basic standards and procedures for awarding credit under YCCS:
- Credit is awarded by receiving instruction from a Certified or a Basic Skill/Subject Matter Certified instructor and based on a passing grade in a course that meets a minimum number of clock hours per year.
  - The minimum number of clock hours for one credit is 120 clock hours. The minimum number of clock hours for a half credit (.5 credit) is 60 clock hours.
    1. Carnegie Unit: This is the amount of credit given for the successful completion of a course, which meets 40 minutes daily, five days per week, for at least 36 weeks, or the equivalent amount of time within the school year. The equivalent time is 120 clock hours.
    2. Credit Unit- **one fourth** (0.25): This is the amount of credit given for the successful completion of a course which meets for:
      - 40 minutes for 45 days during a semester
      - 45 minutes for 40 days during a semester
      - 50 minutes for 36 days during a semester
      - 60 minutes for 30 days during a semester
      - 90 minutes for 20 days during a semester
      - 120 minutes for 15 days during a semester
    3. Credit Unit- **one half** (0.5): This is the amount of credit given for the successful completion of a course which meets for:
      - 40 minutes for 90 days during a semester
      - 45 minutes for 80 days during a semester
      - 50 minutes for 72 days during a semester
      - 60 minutes for 60 days during a semester
      - 90 minutes for 40 days during a semester
      - 120 minutes for 30 days during a semester
- B. In addition, the option of earning credit required by section (2) of this rule, a YCCS campus may offer one or more of the options described in section (4) of this rule for earning credit. The YCCS campus must identify in their school policies which options are available to students for earning credits.
- C. A YCCS campus may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of YCCS competencies (that are in alignment with Illinois State learning Standard, the Common Core, industry-based or other national or international standards) by any one or more of the following options:

- Successfully completes classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;
  - Successfully passes an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);
  - Provides a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards and competencies (knowledge and skills);
  - Provides documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards and competencies (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.); or
  - Successfully completes a combination of the options set out in section (2 and 4) of this rule.
- D. Any awarding of credits earned must occur under the supervision of an appropriately licensed educator.
- E. Students' work and demonstrations of learning are assessed using common criteria as established by YCCS teachers and administrators.
- F. Credits are to be applied at the end of a defined instructional period, such as a term or school year, and at any point that a student transfers, drops out, or graduates to determine the achievement of a graduation standards and requirements
- G. Students' demonstration of mastery of course and/or unit of study competencies determines the awarding of credit, each accumulating toward meeting graduation requirements.
- H. Outside of these rules, the responsibility for planning and scheduling courses, delivering instruction, and awarding credit resides with the local campus

## 1.10 Transfer of Credit

Credits earned at other high schools – including alternative schools, summer schools, and correspondence schools – are accepted by YCCS when properly certified transcripts are received. Certified transcripts will be accepted by mail or fax directly from the school of origin only. Students may be placed in courses according to their ability and/or knowledge regardless of what courses they have earned credit in at previous schools.

Campuses must award high school credit to a student enrolling in the campus for any course that the student successfully completed. If evidence of the course's rigor and content shows that it does not address the relevant IL Learning Standards at the level appropriate, then the student must be placed in the appropriate skills level of the YCCS CBE Framework curriculum for course placement, regardless of the accepted credit. A student's grade in any course successfully completed must be included in his or her grade point average in accordance with IL School Code 105 ILCS 5/27-22.10- C/D.

## 1.11 Alternative Education Plans (AEP)

Central to our approach, each student, in conjunction with the parent/guardian or concerned adult and teachers, develops an individual learning plan, called the Alternative Education Plan (AEP). The AEP serves to guide the student's education through high school completion. Alternative Education Plans (AEP) are used as a goal setting device and a tool for the process of continuous assessment. Performance standards and expectations are delineated in each student's individual plan. The use of the AEP and AEP process is critical for YCCS' student population; as students vary greatly in their academic and basic skill levels, credit needs, and barriers to completion of high school.

AEPs are to be developed in collaboration with the student and parent, so that they become aware of what the student needs to meet his/her educational goals. AEPs are to be used to counsel students on their academic progress and to set behavioral and social goals.

The AEP process should begin with the intake interview supported by standardized test results and the student's most recent educational and academic record. Academic and behavioral barriers are to be identified and student learning and behavioral goals established. In general, each student's AEP captures and identifies the following:

- The long-term vision for the student
- What the student knows and does well (including the student's strengths, weaknesses and learning styles in academics, vocational, social, behavioral, communication, and life skills)
- Annual goals and objectives for the students
- Services that will be provided and how they will be provided.

Specifically, each student's AEP is a blueprint for how educational services will be delivered: AEPs must include:

- A statement of the student's present level of educational performance, including academic achievement, credits toward high school graduation, reading and math levels, learning styles, and skill gaps
- A statement of the student's present level of social and behavioral functioning, including of any barriers the student may have to completing the education program
- A description of the student's interest and post-secondary goals

- A statement of goals, which describes the educational performance and competency level expected of the student by the time he/she graduates (includes post-secondary transition goals)
- A statement of the annual instructional objectives for the student, which are measurable intermediate steps between the present level of education and the student's ultimate goal of graduation
- A statement of specific educational services to be provided to the student, including a description of:
  - Credits and courses needed to graduate
  - Instructional provisions to enhance the student's reading and math levels
  - All academic, career related, and support services which are needed to meet the unique needs of the student (support services includes on-site support services or off-site referrals)
  - Specific course and materials which are needed and available to the student
  - Timeframes which describe the length of time it will take for the student to complete the education program
  - A justification of the type of educational activities that the student will be involved in
  - A list of the individuals who are responsible for implementation of the AEP
  - Objective criteria, evaluation activities, and schedules of determining, on at least an annual basis, whether the short-term instructional objectives are being achieved

Note: Any Student whose educational goals cannot be met by the campus as identified through the AEP process must be referred to YCCS for placement in an educational facility that can best meet the student's needs.

AEP conferences are to be held at least twice a year in which students are assessed according to the original AEP and alterations to the plan are made where necessary. The student's AEP is to be used to individualize a course of study for each student. Students are to be assigned courses and coursework on the basis of their credit needs, learning styles, reading and math levels, and specific interests and goals relative to their post-secondary transition plans.

### **1.12 Procedures for Corrective Action**

In the event that student performance falls below the established standards (which are set by the AEP) the procedures for taking corrective action are to focus teaching, instruction, and support to address the skill gaps, learning disabilities, and/or social issues impacting the student's performance. YCCS' educational plan calls for corrective actions to include a variety of methods that include:

- Diagnostic testing
- Individualized instruction in multi-level classrooms
- Individualized instruction using tutorials and peer tutoring
- Individualized computer-based direct instruction using the Comprehensive Competency Program, CCC, Plato Learning Software or other instruction courseware
- Basic skills enhancement programs that target specific students for intensive work in reading and math, including the use of the SRA directed reading approach and the Wilson Method
- The development, revision and monitoring of the students' individualized alternative education plan (AEPs).

In addition to these measures' YCCS' educational plans address targeting efforts towards the student's social skills development, career preparation and work applications of academic instruction, needed wrap-

around services and supplementary instruction to support students in their pursuit to achieve their high school diplomas.

### 1.13 Testing

YCCS complies with all mandated testing activities and procedures as defined by the Chicago Public Schools and Illinois State Board of Education. YCCS central staff coordinates state and District level testing. Testing takes place at the individual campus locations.

As a mandate of the CPS School Quality Rating Policy for Option Schools, YCCS requires the use of the **STAR Reading Enterprise** and **STAR Math Enterprise** assessments. Both assessments are to be administered to all students three times during each school year; once in the Fall, once in the Winter, and once in the Spring. The testing windows will be designated each year by CPS and YCCS and shared with the campuses at the start of each school year. Campuses are required to administer this exam in accordance with the test guidelines and to report and maintain student test results in the **Renaissance Place** on-line portal and locally in student files. YCCS Audit Teams will monitor test administration at the campuses and review student test records on-line and locally at the campuses on a regular basis.

YCCS has established a protocol for STAR administration in order to ensure fidelity in test administration and consistency across the charter. This consistency will create validity in scoring and accurately capture student growth and campus performance.

- A. Campuses must conduct **STAR Enterprise Math** and **STAR Enterprise Reading** via the **Renaissance Place** on-line portal. Tests must be administered on a computer, conducted in a quiet and secure environment, and proctored by a trained staff member.
- B. All students enrolled at a campus during any given testing window must take both the **STAR Enterprise Math** and **STAR Enterprise Reading** tests.
- C. A hard copy of the student’s **Diagnostic Report** for each test must be kept in the student’s file, along with a **Growth Report** for the Winter and Spring tests, for auditing purposes.
- D. Additional time accommodations are made for Special Education students in accordance with their IEPs.
- E. Student growth will be measured according to each student’s **Student Growth Percentile (SGP)** which is calculated from the Fall to the Winter, from the Winter to the Spring, and again from the Fall to the Spring. Students must test within the dates designated for each testing window and in at least two testing windows in order for the **Student Growth Percentile** to be calculated.

<b>Student Growth Percentile (SGP)</b>	SGP is the percentage of academic peers who grew less than a particular student. For example, if a student’s SGP is 75, that means her growth was greater than 75 percent of students who were in the same grade and had the same score at the start of the period you are examining.
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- F. Campus performance will be measured using four skill growth metrics: (1) **Average Student Growth Percentile** for STAR Enterprise Reading, (2) **Average Student Growth** for STAR Enterprise Math, (3) **Percent of Students Meeting Growth Target** for STAR Enterprise Reading, and (4) **Percent of Students Meeting Growth Target** for STAR Enterprise Math. All calculations will utilize the **SGP**,

and each student will only count once per metric/per subject. For example, if a student has Fall-to-Spring growth, then that student's Fall-to-Winter and Winter-to-Spring **SGP's** will not be used.

- G. If additional administrations of the **STAR Enterprise Math** or **STAR Enterprise Reading** are given for various reasons (i.e., universal screening, progress monitoring, differentiating instruction) those records will be maintained in the **Renaissance Place** on-line portal. However, those records will not be used for official YCCS testing.

## 1.14 Grading

### A. Philosophy of Grading:

The purpose of the Youth Connection Charter School grading and reporting policy is to establish a set of guiding principles that campus educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement. Grading should incentivize students to achieve competence.

### B. Philosophies of Grading:

- Students should have multiple opportunities & ways to demonstrate what they know and can do
- Academic knowledge & habits of mind are both important for students to navigate the world beyond high school
- Not yet competent does not equate to failure, instead it provides additional time to practice and progress toward competent and/or higher proficiency standards
- Grades should clearly communicate what students know and do in each class
- At minimum, campus procedures and practices should reflect all of the aforementioned grading principles
- Give students information about where they are on the learning continuum so that they can succeed as learners

### C. Communicating the Grading System

The principal or designee shall be responsible for ensuring that accurate, up-to-date information concerning the grading system is (1) readily available to all incoming students and their families or guardians at the time of enrollment, and (2) published on the campus websites. A detailed guide to grading and reporting practices will be disseminated to all incoming students and their families at the time of course selection. This policy will also be referenced in each edition of the campus student handbook and on the YCCS website. As soon as it is practical and feasible, the principal or designee will inform all students and their families of any modifications made to the grading system.

### D. Academic Grading

All grading and reporting practices at YCCS campuses will reflect the following design characteristics:

- The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate the learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
- The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- The grading system will measure, report, and document student competence against a set of clearly defined cross-cutting and content-area graduation standards developed by the administration, faculty, and staff of YCCS.

- The grading system will measure, report, and document academic progress and achievement separately from habits of mind, character traits, and behaviors.
- The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and competency levels, across students, teachers, assessments, learning experiences, content areas, and time. The grading system shall not be used as a form of punishment. Unless otherwise related to specific curricular learning objectives, the following may not affect a student’s grade: class participation, attendance, subjective assessment, attitude, neatness, verbal ability, creativity, appearance, hygiene, personality, interpersonal skills, emotional needs, student misconduct, reputation, gender, ethnicity, race, disability, and religion.

E. Habits of Mind Grading

All grading and reporting practices for habits of work, character traits, and behaviors at YCCS will reflect the following design characteristics:

- YCCS and campus administration, faculty, and staff will develop and apply a common set of Habits of Mind standards, and related scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.
- The Habits of Mind grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Mind proficiency, and vice versa.
- Habits of Mind will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria will be reported for each student at the end of a term or grading period.
- The Habits of Mind grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
- Habits of Mind grades shall be communicated using the same performance levels used for academic reporting.
- Habits of Mind grades shall not be used as a form of punishment.

F. Grading Assessments

- YCCS and campuses will employ a consistent system of grading student work that reports student learning progress and achievement on a 4-point scale that aligns competency levels with competency descriptions.
- The YCCS Exhibition Guidelines and Performance Indicators will be used to communicate to students both the requirements of an assignment, lesson, project, or course as well as provide the descriptors that identify various levels of mastery toward these requirements.
- Using rubrics and scoring guides, individual assessments will be scored in accordance with the following competency levels with competency descriptions:

Assessment Grading Scale	
Rubric Proficiency Levels	Proficiency Descriptions
4	Highly Competent
3	Competent
2	Developing Competency ( <i>Not Yet Competent</i> )

1	Emerging Competency ( <i>Not Yet Competent</i> )
Insufficient Evidence	The student has not submitted work to be assessed.
Insufficient Evidence	The competency/indicator has not been assessed.

G. Grading Courses and Learning Experience

- Proficiency scores on graduation standards shall be derived through a common and consistently applied criterion for grading courses and learning experiences. Grades should clearly communicate what students know & do in each class, course or project. At minimum, campus procedures and practices should have the following grading principles.
- Proficiency levels and proficiency descriptions for (1) courses and classes, learning pathways, and applied academics courses, classes, and units of study defined in the YCCS Course Policy and (2) student achievement of each graduation standard shall be rounded to a single decimal point and reported in accordance with the following Grading Course and Learning Experiences Scale:

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

H. Criterion for Highly Competent, Competent, Developing Competence, Emerging Competence, Insufficient Evidence Pass/Fail Mastery and the Awarding of Credit

- Courses and classes, learning pathways, and applied academics courses, classes, and units of study defined in the YCCS course policy are reported as Pass or Fail. The criteria for point determination are based on students' demonstrations of learning as assessed by the YCCS Exhibitions of Learning Rubric at the subject level.



- Pass/fail grading cut scores for credit toward graduation requirements are at the *Competent Level* or higher. Students who do not attain/achieve at the *Competent level or higher* are given additional academic support and re-assessed. If a student's post-secondary plans require a transcript reflecting a grade point average (GPA), the administrator will calculate the GPA based on the records of actual score received.
- Proficiency Levels and Proficiency Descriptions for (1) courses and classes, learning pathways, and applied academics courses, classes, and units of study defined in the YCCS course policy and (2) student achievement of each graduation standard shall be rounded to a single decimal point and reported in accordance with the following Pass/Fail Criterion Scale:

<b>Grading Course Scale Pass/Fail Criterion</b>				
<b>Proficiency Levels</b>	<b>Proficiency Descriptions</b>	<b>Pass or Fail</b>	<b>Credit Obtainment</b>	<b>Performance Descriptors for Academic Standards</b>
4.0-3.76	Highly Competent	<b>P</b>	Credit	The student demonstrates high competence within the performance standards for the subject, course, or project. The student independently and consistently exceeds grade level knowledge, skills and dispositions with high quality work reflecting higher order thinking skills.
3.75-2.8	Competent	<b>P</b>	Credit	The student demonstrates proficiency within the performance standards for the subject, course or project level concepts and skills with accuracy, quality, and independence.
2.7-2.0	Developing Competency ( <i>Not Yet Competent</i> )	<b>P</b>	No Credit	The student demonstrates progress within the proficiency standards of performance for the subject, course or project of grade level knowledge, skills and concepts.
1.99-1.0	Emerging Competence	<b>F</b>	No Credit	The student demonstrates minimal effort towards the proficiency standards of the subject, course, or project.
.99 or below	Insufficient Evidence	<b>F</b>	No Credit	The student has not submitted a sufficient amount of work to determine his/her level of competency.

I. Converting Proficiency to Letter Grades

A campus has the option of reporting competency levels as letter grades on the student’s final transcript. Course credit and a letter score will be awarded based on the following:

	Proficiency Level	Grade Equivalent	Proficiency Descriptors
	4.0-3.7	A	Highly Competent
	3.6-2.8	B	Competent
	2.7-2.0	C	Developing Competence
	1.9-1.0	NC	Any competency score <2.0) NC (No Credit)
	.99	INC	INC (Incomplete) NC (No Credit)

J. Grade Point Average

YCCS and campuses will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official YCCS transcript and will be used to determine Latin honors in accordance with the following categories of academic distinction described in the district Academic Recognition policy:

- *Summa Cum Laude* (with highest honors): a minimum GPA of 4.0 or higher
- *Magna Cum Laude* (with great honors): a minimum GPA of 3.9
- *Cum Laude* (with honors): a minimum GPA of 3.7

K. Changes to the Grading System

The school administration, faculty, and staff, under the leadership of the Principal, may modify the grading and reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Proficiency Levels shall remain fixed, and will continue to measure, report, and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

- Competency proficiency will be determined by using YCCS rubrics and guidelines in each core subject area.
- Credit is awarded, by a certified teacher, once a student has been identified as reaching Competent on at least 70% of the identified performance indicators (Do) in a course, as well as, Competent in 70% of the essential content (Know) in a course. Students who do not attain a minimal rating as competent are given additional academic support and re-assessed.
- The last reported assessment informs the final level of mastery for a defined period of time (end of Semester and/or Year) and becomes the final grade. However, it is expected that students would be able to work in subsequent semesters to work towards competency. Students shall have the opportunity to be reassessed on performance indicators, not mastered, after a course has been completed or within a specified time frame (1 year) defined in each campus’ policy documents. The transcript shall be modified to reflect the highest or last recorded level of competence.

L. Exhibitions of Learning Grading

Student competency levels are to be assessed through demonstrations of learning in each subject area. Demonstrations of learning can be applied to any and all courses and classes, learning pathways, and applied academics courses, classes, and units of study defined in the YCCS Course Policy. Exhibitions of learning may be projects, presentations, and/or products through which students “exhibit” what they have learned and demonstrates whether and to what degree they achieved expected competencies.

- Students’ demonstrations of learning are assessed using subject level exhibitions of learning rubrics based on the YCCS Exhibition Guidelines and Performance Indicators. Teachers or review committees assess learning using common criteria at the end of a defined instructional period, such as a term or school year.
- Exhibitions of Learning can take place during a student’s final year of high school, as a capstone project, or at the end of an academic program that teachers use as an evaluation of student learning, skill acquisition, and academic achievement. Exhibitions of Learning are graded on a 4-point scale that aligns competency levels with competency descriptions.

#### M. Student Portfolios

Student competency may also be assessed through a purposeful collection of student work that allows students to demonstrate growth and competency over a period of time. Student Portfolios should be subject specific and used as one source of evidence measuring student growth and achievement. The criteria for selecting and evaluating each portfolio item is determined by the teacher and reviewed with students and parents at the student’s initial entry into the class and at defined times through the school year.

Student portfolios typically shall contain a minimum of eight items of student work. Each campus determines the weight of the portfolio if part of exit criteria. Students’ portfolio work must be assessed using subject level exhibitions of learning rubrics based on the YCCS Exhibition Guidelines and Performance Indicators.

#### N. Learning Management System

A common learning management system (LMS), a software program, will be used to administer, document, track, report, and deliver students’ progress of competency, content, Habits of Mind, Life Skills, and credit acquisition.

#### O. Student Progress Reports

Implementation of the YCCS Competency based Framework requires the development and dissemination of Student Progress Reports with following design characteristics:

Progress Reports are used to report the assessment of a student’s progress in competence and content acquisition, class work, life skills, and habits of mind.

- Student Progress reports are to be developed and disseminated to parents, students, and other stakeholders every 5 weeks.
- Student Progress Reports are to be generated through the Learning Management System. All campuses will facilitate the implementation and use of the Learning Management (LMS) software program to document, track, report, and deliver students’ progress on competency acquisition, content knowledge, habits of mind, life skills, and credit acquisition.
- The progress report will indicate the degree of student movement toward competency and content standards and will be used to plan instruction.
- At any point in time when a progress report is issued, each competency score listed is a “snapshot” of the student’s current level toward mastering.

- The final course report will be issued at the conclusion of the course. This score does not become final until the student has mastered 70% of competencies at the competent level in a course.
- Progress reports articulate the categories of Highly Competent, Competent, Not Yet Competent, and Insufficient Evidence. Student progress grading and reporting use the same rubrics and scoring guides as defined by the Assessment Grading Scale.
- There will be a conversion program to create report cards every 10 weeks; campuses may opt to convert progress reports into report cards in PowerSchool.

#### P. YCCS and Campus Transcripts

An official transcript is created and maintained for all students who attend a YCCS campus. To ensure that the transcript conveys a full and accurate picture of a student’s academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences, the following guidelines apply to all official transcripts issued by YCCS:

- The names of courses, content areas, and other relevant information will be presented in full, not abbreviated.
- All learning experiences—classroom-based courses or approved learning pathway options, such as internships, dual-enrollment courses, or independent studies—shall be clearly recorded by title and category type (e.g., course, internship, dual-enrollment, independent study, etc.).
- The student’s proficiency level and summary of grades when the course or learning experience is completed, and its duration (e.g., semester, year, or summer session), shall be recorded.
- The student’s cumulative proficiency-based Grade Point Average shall be recorded alongside any Latin honors attained.
- Additional academic and co-curricular accomplishments shall be recorded, as appropriate, including Compass test results, significant awards and honors, and additional graduation requirements (i.e. capstone, service learning, internships, etc).
- The transcript shall include a summary of proficiency levels achieved on YCCS cross-cutting and content-area graduation standards.
- The transcript shall include a summary explanation of the school’s grading system and graduation requirements.
- Selected student information shall be presented, including the student’s full name, date of enrollment, date of graduation, and other relevant, non-private information.
- Contact information for the school, principal, guidance counselor, and/or student advisor shall be presented.
- Both proficiency levels and letter grades shall be reported on the students’ final transcript.
- Transcripts shall be generated through a Learning Management System and PowerSchool.

YCCS grades are linked to achievement of a criterion. Student performance is not compared with the performance of others but to the ability to attain instructional outcomes. With permission from the YCCS central office, a campus may use a letter grade system or pass/fail system. In the letter grade system, a teacher may use a point average of all grades of student assignments as their grading formula or a percentage formula where they determine the “weight” for each assessment area. These grade formulas are aligned to the cut scores of:

- A = 90 - 100 % (or NCA standard)                      Work is exemplary; regularly exceeds

- |   |  |
|---|--|
| (A = 94 - 100%)                                     | standards  |
| ● B = 80 - 89 % (or NCA standard)<br>(B = 86 – 93%) | Work slightly exceeds standards  |
| ● C = 70 - 79 % (or NCA standard)<br>C = 77 – 85%)  | Work meets standards; this grade may be divided into 1 or 2 grades as campus deems appropriate |
| ● (D = 70 – 76%)<br>○ NC = 69 % or below            | Work is below average standards  |
- All students are required to pass core classes with a 70% or better at all YCCS campuses.
  - In addition to the above, campuses must clearly define their grading scale/standards and have them available for students and parents to review. YCCS requires that the following provisions be observed relative to grading (Pass/Fail or letter grades):
    1. The grading scale/standards and procedures must be clearly articulated in the campus’ policies and procedures manual
    2. Student grades must be recorded in an official record book that is available for review
    3. Grades must be recorded on an official YCCS transcript that is available for review
    4. Class ranking must be recorded on transcripts
    5. Campuses must provide YCCS with transcripts on a yearly basis for all YCCS students

### 1.15 Student Receiving Home and Hospital Bound Instruction

A student qualifies for home or hospital instruction when a medical physician anticipates that, due to a medical condition, the student will: (1) be unable to attend school for two or more consecutive weeks or (2) be absent on an ongoing intermittent basis. The term “ongoing intermittent basis” is defined as the student’s medical condition being of such nature or severity that it is anticipated that the student will be absent for periods of “at least 2 days at a time, multiple times, during the school year totaling at least 10 days or more of absences.”

There must be a physician’s statement indicating that the student’s medical and/or psychiatric condition adversely impacts his or her ability to attend school. The home or hospital instruction may begin as soon as the campus receives a written physician’s statement and must begin within five days of receiving the physician’s statement. Each YCCS campus will have a designee who will determine how instruction is to be delivered, ensuring that the student’s educational, physical and mental health needs and IEP requirements are met.

The campus is responsible for ensuring all homebound services are provided. If the student is a general education student, then a certified general education teacher should provide the required instruction. If the student has an IEP, then the student must also have access to services from a certified Special Education teacher.

When determining the appropriateness of creating a 504 plan, the following criteria should be used: a student between the ages of 16 and 22 years of age who even with the help of medication, aids, or devices has a physical or mental impairment or disability that substantially limits one or more life activities. Some examples of limiting life activities are attention deficit hyperactivity disorder (ADHD), asthma, allergies,

blindness or visual impairment, deafness or hearing impairment, diabetes, epilepsy, heart disease, and mental illness.

A student receiving home/hospital instruction, including students under the Intermittent Home/Hospital program will be carried in membership. Instruction will be provided only when school is in session. The home/hospital teacher will notify the classroom teacher that the student is receiving service. When the student begins instruction (as indicated by written notification), the home teacher will mark HH (home/hospital start of instruction) in the PowerSchool system when the student is receiving homebound services. The teacher who provided the home/hospital instruction sends the student's attendance to the campus of origin.

Students receiving home or hospital bound instruction may be claimed for only a half day of attendance when serviced. They are credited with one half day of absence and a full day of membership. On days when no service is provided, students are credited with one full day of membership and a full day of absence.

## 2. Special Education

YCCS is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of need for special education services. YCCS provides special educational services, supports and discipline to students with disabilities, in accordance with *the Individuals with Disabilities Education Act (IDEA)*; *Section 504 of the Americans With Disabilities Act*; *Title 23 Illinois Administrative Code Part 226*; *Section 27-8A of the Illinois School Code*; *CPS Office Of Diverse Learners (ODLSS) Policies*; and *YCCS Student Discipline Policy*.

Under YCCS contract with the Chicago Public Schools Board of Education, YCCS special education services are monitored by ODLSS. It is the responsibility of YCCS Specialized Services Department to identify the students who qualify for Special Education Services to ODLSS. Each special education student is to receive all educational services in accordance with the student's individual education plan (IEP), the student's 504 Plan and in accordance with Federal law and the Illinois School Code.

Each YCCS campus is responsible for the following:

- Campuses must take appropriate steps to reach the goal of enrolling a natural proportion of students with disabilities. For purposes of this policy, natural proportion refers to a school enrollment rate of students with disabilities that is, at a minimum, within plus or minus 5% of the Chicago Public Schools' citywide enrollment rate. Every campus that does not currently enroll a natural proportion of students with disabilities shall include in its School Improvement Plan strategies for meeting this goal.
- Campuses must utilize school space by prioritizing physically accessible classroom space for core curriculum instruction, including special education instruction. Every campus that does not currently maintain physically accessible classrooms shall include in its School Improvement Plan strategies for meeting this goal.
- General education teachers must attend the annual IEP meetings.
- IEPs must be updated annually, and the student's needs and progress must be communicated to the parent's quarterly.
- Special Education Students must receive instruction in the least restrictive environment. Modifications to the general education curriculum can only be made through the creation of an IEP.
- 50% of a Special Education teacher's in-service plan must be towards special education. 20% of a general education teacher's in-service plan must be towards special education.

- The YCCS Board of Directors, or their designees, will review these School Improvement Plans to ensure their adequacy and as needed, require changes.

No campus will cap its enrollment of students with disabilities or otherwise preclude them from attending a school and receiving a free and appropriate public education in the least restrictive environment. YCCS administration and the campus administrators will work collaboratively to develop strategies and plans for sites with disproportionately high rates of enrollment (higher than the natural proportion).

## **2.1 Discipline of Special Education Students**

The YCCS Student Discipline Policy Procedural Guide for Students with Disabilities governs the discipline of special education students. This applies to:

1. Students with IEPs - The IEP dictates the educational, behavioral, discipline, grading policy, the accommodations/modifications and graduation of the IEP student.
2. Students with §504 Plans-The §504 plan IEP dictates the educational, behavioral, discipline, grading policy, the accommodations/modifications and graduation of the §504 student.
3. Student suspected to have a disability due to:
  - a. Parent expressing concern in writing to the administration or teacher that a child needs special education and related services;
  - b. Parent requesting a special education evaluation; and/or,
  - c. Teacher or other personnel expressing specific concerns regarding a pattern of behavior to the school administration.

The Special Education (SPED) and the General Education (GENED) staff review IEP/504 plans so that the school schedule is developed in accordance with the IEP and 504 Plan. Mandated academic, behavioral and health accommodations and modifications are followed and are a guide to preventing behavior escalation. GENED and SPED staff are cognizant of the number of accrued suspensions for the current school year. GENED and SPED staff are made aware of the existence of a Behavior Intervention Plan (BIP)/Functional Analysis of Behavior which mandates all disciplinary actions to be applied and documented, i.e., incident write-ups, in-school suspensions and suspensions. All GENED and SPED staff working with students with disabilities are provided a copy of the IEP/504 Plan which must be stored in a locked cabinet. All related GENED administrative, teaching and disciplinary staff are also provided with copies of students with disabilities BIPS which must be stored in a locked cabinet.

SPED staff regularly provides academic and behavioral interventions and meets with GENED administrative, teaching and disciplinary staff to update them on new students having BIPS or on changes made to existing BIPS and provide copies of the same. SPED staff meets with GENED staff to direct them to immediately contact SPED staff when a disciplinary event occurs with a student with disabilities (SWD) and to ensure that SPED staff are involved in all interventions to ensure that SWDS' rights are protected, and negative behavior is deescalated. SPED staff meet with GENED Staff to direct them to immediately contact and include SPED Staff in any Police Action for SWDS so that SPED staff can ensure that all required Police Action Forms are properly completed, given to the police and parents and copies of the same are placed in the student's file.

Positive Behavior Interventions as those described above should be used to avoid the need for further action and in-school suspensions should be administered before out-of-school suspensions.

Students given in-school suspensions for part or all of the day must continue to participate in the general and/or SPED curriculum, continue to receive the services specified in their IEP and 504 Plan, continue to participate with non-disabled peers to the extent they would have if there were not in in-school suspension, and have a Behavior Intervention Plan (BIP) developed or a previous BIP revised to take into account the behavior that caused the in-school suspension. In-school suspensions do not count toward the 10 day a year

suspension total if the student continues to participate in the GENED/SPED curriculum (limit of 5 days per incident).

SPED students are limited to 10 days of suspension per school year, whether cumulative or consecutive. The first suspension of the school year may be no longer than three days. Suspensions beyond 10 days must be requested and approved by the CPS Department of Due Process and Mediation. Due Process and Mediation will determine if further suspensions constitute a “change in placement” considering the following factors: the length of each previous suspension, the total time the student has been suspended, the proximity of the previous suspensions, and if there is a pattern of similar behaviors. The student remains at the campus and in classes until Due Process and Mediation makes a decision.

If CPS Due Process and Mediation Denies an Extension of Suspension, this means the extension request does constitute a “change in placement” and the campus will have to utilize alternative disciplinary interventions, i.e., in-school suspension, detention, parent-conference.

YCCS campus principals have the option of using a Safety Transfer for both GENED and SPED Students when students are a safety risk at the existing campus. To initiate a Safety Transfer, the principal seeking the transfer of the student contacts and consults with other YCCS campus principals, provides academic, behavioral, attendance and grades to those contacted, schedules a meeting with the adult-age student and/or parent or parent and minor student once a YCCS campus is selected for the transfer, invites a SPED staff member to the meeting if the transferring student is a SWD, indicates what constitutes the need for the Safety Transfer, documents the meeting with all the names of those in attendance to ensure that all processes are followed, forwarding a copy of that documentation to the YCCS Director of Strategic Operations and to all present at the meeting and completes all the necessary transfer paperwork with the start date at the new campus.

### **3. YCCS Student Discipline Policy**

The YCCS Student Discipline Policy is in alignment with the CPS Student Code of Conduct and ensures due process and the notification and inclusion of parents/guardians in the process of changing behavior. Each campus must either state that they utilize the YCCS Student Discipline Policy OR provide its full discipline policy, providing due process in alignment with YCCS’ policies and procedures. Each campus must make their selection of YCCS’ Discipline Code or submit its own current discipline code policy in alignment with YCCS’ for approval no later than one month prior to the start of the school year.

### **4. Admission and Program Entrance Requirements**

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

Notwithstanding the above admission and program requirements, YCCS shall operate at all times in accordance with Charter School Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt, and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special



education services. All campus program entrance criteria must include the following non-discrimination/ Equal Employment Opportunity & Fair hiring language: "Campus does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, lack of permanent housing or need for special education services."

Students who opt not to attend the Youth Connection Charter School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district.

Students interested in enrolling in YCCS can apply for our lottery online at [www.applytoyccs.org](http://www.applytoyccs.org), at our YCCS campuses or at the YCCS central office. Applicants are fully informed of the educational programs and services offered. Included in YCCS policy is full disclosure of all available educational services and program offerings. Applicants must be fully informed of the process of application for YCCS membership.

YCCS uses a lottery application form to document the application process. In addition to a lottery application form, the following information is collected on each applicant and maintained on file:

- Proof of age
- Proof of residence
- Drop or release forms from their prior school
- Transcript (when available)
- Medical/Immunization Records

#### **4.1 Enrollment, Application, and Lottery Process**

Applicants can make an application to enroll in YCCS at one of the YCCS campuses, the administrative office or online at [www.applytoyccs.org](http://www.applytoyccs.org) website. Students wishing to enroll in YCCS must indicate their campus preference(s) in rank order on the application for enrollment. In the event that an applicant meets YCCS pre-enrollment criteria for their selected campus, and there is no available space, the applicant will be placed on the YCCS lottery/waiting list or moved to the next available campus choice. Applicants who do not meet the placement criteria of the campus are referred to the Charter office for placement at another YCCS campus. Placement criteria does not limit an applicant's admission into YCCS. YCCS shall not request information in the application process about a student's academic aptitude, special education needs, living situations or English Language proficiency. YCCS prohibits any discrimination based on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services. YCCS does not create an admission process subsequent to the lottery that may operate as a barrier to student registration or enrollment.

#### **4.2 Application Process**

Application process - applicants are informed of the following:

- The availability of space
- A description of the campus program that includes, at a minimum, the classes offered, and the number of credits needed to graduate
- A determination of whether the applicant meets YCCS admission criteria

#### **4.3 Lottery Process**

Youth Connection Charter School operates at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws.

During the course of the school year, vendors maintain a "Waiting/Lottery List" of all eligible applicants. This list can be accessed by the Charter office at any given time, and it represents YCCS' official lottery

list. If at any time there are more eligible applicants for enrollment than available space, eligible applicants are selected by lottery. Per Chicago Public School's requirements, YCCS conducts one annual lottery per year, prior to the beginning of the new school year. The YCCS central office draws from that lottery to enroll students for the new school year, and then conducts lotteries as needed to fill available seats when students withdraw or graduate on a quarterly basis. All names that are drawn from the waiting/lottery list for the number of open slots are offered immediate enrollment and the others remain on the waiting list ranked in the order they were selected and will be offered enrollment as openings become available. A letter of acceptance will be mailed to the student's home with a deadline to respond. Students who do not respond by the set deadline will lose their enrollment spot at their selected campus and will need to reapply. Campuses will enroll all students that were drawn from the lottery unless students are removed due to enrollment, moved with no forwarding address and/or have no working phone number, no longer interested in attending YCCS, or no longer eligible for enrollment. The lottery application is valid for only one academic school year. Students not selected must reapply for the following school year.

If by July 1 of each year there are more eligible applicants than space available for the upcoming year, eligible applicants shall be selected by lottery. On or before July 1 of each year, each Campus is required to maintain their online waiting/lottery list so that an active list can be accessed by the Charter office to conduct the lottery, if needed. The Waiting/Lottery List is a list of eligible students who have made an application to YCCS but were not accepted due to lack of available space. The Board of Directors or its appointees at the YCCS administrative office conduct the YCCS annual lottery between June 1 and August 1 of each year. All lotteries are conducted by our randomized web-based lottery program. Our annual lottery is videotaped and witnessed by a 3<sup>rd</sup> party. YCCS lotteries are open to the public and can be observed by representatives of the school district.

#### **4.4 Student Fees**

At the beginning of the school year, each school shall issue a fee schedule containing the fees which will be charged by the school during the school year and a brief description of what each fee covers. Only the fees listed in the schedule are to be imposed. This schedule is to be issued to all parents and students and must be printed in the primary language of the student. Any fees arising after the main fee schedule has been issued are to be approved by the principal and set forth in a supplemental fee schedule issued to the students affected. If the school charges a "general fee" or "activity fee", the fee schedule should itemize what the school fee covers.

"School fees" include, but are not limited to, the following:

- Charges for required textbooks and instructional materials
- Charges and deposits for use of school property (e.g., locks, towels, laboratory equipment)
- Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry)
- Charges or deposits for uniforms or equipment related to sports or to fine arts programs.
- Charges to participate in extracurricular activities
- Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies)
- Graduation fees- should cover only those items required for participation in the actual exercise, i.e., cap, gown and auditorium expenses. All other activities connected with graduation shall be priced separately and made optional to the student.
- School records fees- students are to receive the first copy of their transcript for free and copies of transcripts requested by colleges and universities should be sent at no charge. Campuses may charge a small fee for additional or excessive copies of transcripts.
- Driver's education fees

"School fees" do not include:

- Library fines and other charges made for the loss, misuse, or destruction of school property
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items
- Charges for optional travel undertaken by a school club or group of students outside of school hours
- Charges for admission to school dances, athletic events or other social events
- Charges for optional community service or recreational activities

Students that cannot afford to pay fees:

Students whose parents cannot afford to pay a fee, or fees will not be denied educational activities or services. If the parent is unable to pay a fee, he or she should contact the principal or designee. No sanctions are to be imposed for inability to pay fees. Students are not to be punished for inability to pay a fee and academic, disciplinary or other sanctions or threats are prohibited. The school should make every effort to ensure that students unable to pay fees have the materials necessary to participate in their classes.

An "Application for Waiver of School Fees" form should be available and shall describe the Policy For Waiver of School Fees, the criteria and other circumstances under which school fees are waived, the fees subject to waiver, the procedure for applying for a waiver and the procedure for resolving disputes concerning the request for waiver. The notification shall be in English or the home language of the parents if it is needed to ensure their understanding of the policy.

Students eligible for a fee waiver:

- Students who qualify for free lunches are eligible for waiver of school fees.
- Students who suffer extenuating circumstances are eligible for waiver of school fees-  
Extenuating circumstances include students who are eligible to receive reduced price lunch or breakfast; very significant loss of income due to severe illness or injury in the family; or unusual expenses incurred because of a natural catastrophe. The principal shall decide waivers under extenuating circumstances on a case-by-case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant.
- Students in the Temporary Living Situations program

Resolution of disputes:

If an application for waiver is denied, then the principal shall mail a copy of the decision, stating the reason for the denial, to the parent or guardian within thirty (30) calendar days of receipt of the request. The decision shall inform the parent or guardian of their right to appeal, within the time provided, to the YCCS Board or the Board's designee. The denial notice shall inform the parent or guardian that they may reapply for a waiver during the school year if their circumstances change or if the basis of the decision or reason for which they were denied a waiver changes.

## **5. Attendance Policies and Operations**

All teachers will take attendance by the use of Power Teacher. Attendance/absences must be reported by teachers. YCCS maintains daily attendance in the method prescribed by the Chicago Public Schools (CPS). CPS reporting requirements specify that campuses submit daily attendance in the ASPEN (SIM) system. YCCS uses the ASPEN (SIM) system as the official system to be used for recording attendance. By default, all students are marked present (P) on the ASPEN system. It is the responsibility of the attendance clerk to enter accurate attendance for all students using the following codes: (P) Present, (A) for Absence, (T) Tardy, (SUS) Out of School Suspension, (ISS) In School Suspension, (RH) Religious Holiday, (HH) Home Hospital or (SF) School Function. Absences can be distinguished by (AUFD) Absent Unexcused Full Day,

(AEFD) Absent Excused Full Day, (AUHD) Absent Unexcused Half Day or (AEHD) Absent Excused Half Day.

Each campus teacher also records daily attendance by classroom periods on PowerSchool which can be accessed by the YCCS Accountability Office at any time. Any attendance corrections, entering excused absences, tardies, suspensions, early dismissals must be documented and finalized on the ASPEN (SIM) system by the 15<sup>th</sup> of the following month. Tardies and Early Dismissals are kept in a campus log and time of late arrival or early dismissal is documented.

All campuses follow the attendance keeping and reporting records as required by Chicago Public Schools. Attendance is taken only if the student is officially enrolled on ASPEN (SIM) and is in membership at the school. A student is considered in attendance if the student is in class in the physical building, attending a school function supervised by school staff or at a testing session at a different location.

The method for collecting attendance data is determined by the type of campus arrangement operated by the vendor. YCCS policies allow campuses to operate under a closed or open campus arrangement. The type of campus structure, closed or open, is delineated in the policy and procedure handbook of each campus and is available for review at the beginning of each school year. The following defines a closed or open campus arrangement:

- Closed-Campus  
A closed campus is a self-contained classroom (students are only allowed to leave at the end of the school day). Under a closed-campus arrangement the following applies:
  - Attendance/absences reported by teachers at the beginning of the instruction day
  - Late arrivals recorded with time of arrival noted
  - Times recorded for students leaving early and/or returning
  - Attendance/absences reported by teachers each class period when students change teachers or classrooms to verify any discrepancies throughout the day
- Open Campus  
Under an open-campus arrangement students change classrooms from period to period and/or are allowed to leave for lunch. Under an open campus arrangement, the following applies:
  - Attendance/absences reported by teachers each class period
  - Late arrivals recorded with time of arrival noted
  - Times recorded for students leaving early and/or returning
  - Attendance is reviewed at the end of the day to verify any discrepancies throughout the day

Campuses must maintain the following documentation for review at all times:

- Current Campus year staff roster with room #
- Current Campus year class rosters with student names
- Current Campus year bell schedule
- Current Campus student schedules
- Current campus year teacher schedules
- Campus Floor Plan with Classroom # identified
- Campus Calendars for the year
- Tardy and dismissal logs for school year

- Monthly enrollment and attendance summaries for school year
- Student attendance policies and procedures for school year
- Document Response to Intervention (RTI) for attendance

## 5.1 Chronic Truant/Excessive Absences

Daily phone calls are made to students that are absent and documented in PowerSchool Log entries. Five, Ten, fifteen days of unexcused absence letters are mailed to the student's last known home address. The Five- and Ten-day letters are sent through regular mail. The 15<sup>th</sup> day letter is sent by certified mail. A parent/conference will be requested through each letter to discuss any attendance issues. If the student returns to school with the documentation to support reason(s) for absences, he or she may be allowed to return to school. If no response is received from the student or parent, a home visit will be conducted, and the principal will begin the Lost Child/Unable to Locate Process.

The Illinois School Code requires schools to take measures to assist the student and his/her family in resolving any attendance problems. The purpose of the PowerSchool log entries is to document the reason(s) for a student's absences, the steps taken by the school to address the student's truancy problem, and the necessary interventions that were used to improve the student's attendance. YCCS is committed to reducing chronic truancy among our students and providing every opportunity for students to succeed.

A Chronic Truant is defined as a student (students who are below the set attendance rate of YCCS at any point during the school year) who comes to school periodically without a valid cause. A whole school chronic truant attendance intervention system is a tiered intervention strategy designed to support chronically truant students. Campus attendance teams lead the development and implementation of a tiered system which provides multiple types and various intensities of interventions for students in response to their particular attendance behaviors and in response to prior interventions.

- 1) Includes truancy prevention and attendance intervention strategies
- 2) Increases intensity and frequency of interventions targeted for individuals and groups of students.
- 3) All attendance interventions, including the mandatory 5-, 10-, and 15-Day Letters, are logged in PowerSchool as evidence of the efforts made to improve a student's attendance and that student's response to the interventions

## 5.2 Unauthorized/Authorized Absences

An UNAUTHORIZED ABSENCE is defined as:

- Absence from school without the permission of the school and/or the parent;
- Leaving school without permission of an administrator or designee;
- Absence from class, study hall, or an assigned activity, without permission from school authorities
- Any absence that is not verified by a written note

A VALID CAUSE FOR ABSENCE is illness, observance of a religious holiday, death in the immediate family, family emergency, and includes such other situations beyond the control of the student as determined by the campus administration, or such other circumstances, which cause reasonable concern to the parent for the safety or health of the student.

### **5.3 Calendar, Attendance, and Membership**

The school year shall consist of a minimum of 174 days of attendance. Students must attend school for a minimum of 300 minutes or five clock hours per day for a full day of attendance. The student class schedule will reflect the necessary minutes and/or clock hours for a full day of attendance. If a student is late or has early dismissal and attends at least 150 minutes but less than 300 of instructional minutes, an unexcused half day (AUHD) absence must be entered for the student. If a student attends less than 150 instructional minutes, an unexcused full day (AUFD) must be entered for the student.

Campuses must be open 5 clock hours on the opening day and may be open less than 5 on the closing day of the school term. Campuses may elect to offer a summer school term. Campus Administrators notify YCCS prior to the beginning of the summer term, and no later than June 1, of their intent to offer summer classes for YCCS students. The first day of pupil attendance is preceded by a day or days used as institute or teacher workshop days and may be less than 5 clock hours. The first pupil day of attendance is the day students are scheduled to be physically present at the vendor campus. The closing day of school is the last day of school in any given academic year that meets the minimum of 174 calendar days of instruction.

YCCS' calendar allows for student non-attendance days. Student non-attendance days are defined as days when the school may be closed due to holidays, staff/professional development days, natural or manmade disasters, or adverse weather conditions. These days are not counted as days of membership or attendance. These days include the following:

- Emergency Days
- Energy Shortage Days
- Heat Days
- School Improvement Days
- Adverse Weather Condition Days

Individual campuses may determine when closure is warranted. Whenever possible, campuses must inform the YCCS Assistant Director and have approval before such a closure occurs. If advance notice is not possible, then YCCS should be notified as soon as possible.

## **6. Student Withdrawal and Release**

The following describes YCCS policy and procedures relative to student withdrawal. Policies and procedures specific to the withdrawal and release of special education students must be in accordance with the Policy and Procedures of District #299 and all state and federal laws. By statute, campuses may not remove, counsel out, transfer, refuse to reenroll, or permanently remove a student based solely on academic performance because such practices violate IDEA and Due Process standards. The following procedures must be adhered to in releasing the student from school.

### **6.1 Student Withdrawal Reasons**

Student may withdraw from YCCS for the following reasons and with the following documentation:

- 31-Transfer within CPS  
Documentation:
  - Letter of Acceptance or Transcript Request or Correspondence from the accepting school
- 32-Transfer to a Chicago non-public school
- 33-Transfer to a school outside of Chicago
- 34-Transfer to residential institution  
Documentation:

- Letter of Acceptance or Transcript Request or Correspondence from the accepting school
- 35-Legally committed to a correctional institution
  - Documentation:
    - Print out of Cook County Department of Correction (DOC) Inmate Locator Report
- 41-Deceased/Received notification of death
- 55-Graduated from Chicago Public School
  - Documentation:
    - Diagnostic Report Indicating 10<sup>th</sup> Grade Reading level in STAR Reading (or Senior Transition Plan)
    - PowerSchool Transcript with Minimum of 18 Credits or More
- 67-Aged Out/Graduation Requirements NOT Met
  - Documentation:
    - PowerSchool Log Entries of attendance interventions
    - Document Indicating Student Age
    - PowerSchool transcript Indicating Graduation Requirements have not yet been met
- 86-Lost/Cannot Locate
  - Documentation:
    - PowerSchool Log Entries of attendance interventions
    - PowerSchool Log Entry indicating phone calls made to phone numbers on file with no response
    - PowerSchool Log Entry indicating 5-, 10-, and 15-Day Unexcused Absence Letters sent to last know home address (including request for Parent Conference)
    - Receipt of Certified Letter for 15-Day Unexcused Absence Letter
    - PowerSchool Log Entry indicating a home visit was conducted to the last known home address with no response
    - Missing Person’s Report in the event that the Parent/Guardian does not know the whereabouts of the student
    - Completed Lost Child Report signed by the principal (or designee)
- 87-Consent to Withdraw
  - Documentation:
    - PowerSchool Log Entries of attendance interventions that are applicable
    - PowerSchool Log Entry of Consent to Withdraw conference and reason
    - Consent to Withdraw Form signed and dated by the student (and parent/guardian if 17 years-old) and the principal (or designee)
- 99-Did not Arrive – No Show
  - Documentation:
    - Returning student who did not arrive the first day of school. Returning students that do not arrive by the 10<sup>th</sup> day of the school year will be removed from membership as a “No Show” (Note: This code is applicable until the 20<sup>th</sup> day of the school year only)

## 6.2 Transfer

Students are to be removed from enrollment when they transfer to a different school. The campus initiating the transfer must follow the student until graduation or completion of the current school year, whichever comes first. If the student is not enrolled or graduated by the end of the year, it will count as a negative drop against the campus. Students who transfer from one campus to another are listed as in school “transfers,” not “withdrawals” and a code 31 “transfer to another CPS school” is used. A campus receiving students who have previously attended another campus notifies the previous campus immediately to ensure proper documentation of the transfer and request an official transcript. Students may transfer to other schools,



including Chicago Public Schools. A letter of acceptance or request to release a student from the receiving school must be received to ensure documentation is in order for the transfer.

### **6.3 Self-Withdraw**

Students over the age of 17 may elect to withdraw from YCCS at any time. YCCS makes every effort to encourage students to remain in school. Students 17 years of age must have parental consent in order to withdraw from our school. A Consent to Withdraw form must be signed by a parent (if applicable) or the student before the student is released.

Students 17 years of age require the express, written, and informed consent of their parent or guardian to withdraw from enrollment. Specific provisions for informed consent shall include, but not be limited to:

- an accommodation for limited English-speaking populations
- a general description of the rights to educational services being waived as a result of dropping out
- a description of the rights to educational services withdrawing students retain under the law, including the right of dropouts to return to school and to a due process appeal if the right to return to school is challenged by the local school
- information regarding adult and alternative educational services available in the community; and information provided to the student as well as the parent or guardian summarizing the likely adverse consequences that result from dropping out of school
- complete Consent to Withdraw Form

### **6.4 Lost Child Procedure**

Students are to be removed from enrollment Lost/Cannot Locate if their whereabouts cannot be determined after a school has completed all of the following:

- A campus representative calls all phone numbers on file for the student, including emergency contacts and documents calls in PowerSchool log entries
- Conduct a home visit to the last known address
- A campus representative mails five, ten, and fifteen-day absence letters to the student's last known home address. The 15th-day letter is sent by certified mail. All letters mailed are logged in PowerSchool. A parent/conference will be requested through each letter to discuss any attendance issues. The Attendance Intervention is documented in PowerSchool log entries
- Once these activities have been completed the student will be withdrawn Lost/Cannot Locate. A Lost Child Report, signed by the principal, will be placed in the student's file.

A Lost Child Report will be completed, and a copy of the certified letter is to be submitted to YCCS attached to the student's withdrawal form, ASPEN attendance printout, PowerSchool All Enrollments Page, PowerSchool Log entries of attendance interventions and a PowerSchool transcript.

If in the judgment of the campus administration there is a reasonable chance that the student may return to regular attendance, efforts to maintain the student in school are to continue.

### **6.5 Student Withdraw Provisions**

School administrators must comply with the following provisions regarding removing students from enrollment:



- Students may not be removed from enrollment solely because of excessive unexcused absences, i.e., truancy (for example, 20 consecutive unexcused absences).
- Students with excessive absences may be removed from enrollment only if the procedures set forth above are completed
  - Schools must complete a Lost Child Report for every student who cannot be located
  - For students who wish to withdraw from enrollment, the principal must complete all of the following before a student can be removed from enrollment at a CPS school:
    - verify that the student meets the age criteria for withdrawing,
    - verify that the student and, where applicable, the parent has completed and signed the Consent to Withdraw form,
    - sign the Consent to Withdraw form, and
    - include the signed form in the withdrawal documentation
  - If a non-attending student cannot be properly removed from enrollment as transferred, graduated, or lost/cannot locate, the student should be treated as truant.
  - The school must make efforts to address and remedy the child's truancy.

## 7. Student Records

The YCCS administrative office and campuses hold student records and information physically secured and confidential in accordance with applicable federal, state, and school regulations. Campuses identify individual(s) responsible for maintaining student records. All student records are maintained in a secure place, and accessible only to authorized staff. Campuses must keep a record of release for all student records. In accordance with federal and state regulations, campuses will maintain temporary and long-term records on students.

### 7.1 Student Temporary Records

Student Temporary Records must be maintained for 5 years. In addition to classroom and enrollment information in this record (see below), information in the student's temporary record may include the following:

- Student schedules
- MDC/Individualized Education Plan including Transition Plan (if applicable)
- Tier records for chronic truancy
- Family background information
- Intelligence test scores, group and individual
- Aptitude test scores
- Reports of psychological evaluations including information on intelligence
- Personality and academic information obtained through tests, observation, or interviews
- Elementary and secondary achievement level test results
- Participation in extracurricular activities including any offices held in campus sponsored clubs and organizations
- Honors and awards received
- Teachers' anecdotal records
- Disciplinary information
- Special education files, including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records and tape recording relating to special education placement hearings and appeals
- Any verified reports or information from non-educational persons, agencies or organizations

- Other verified reports or information of clear relevance to the education of the student

## 7.2 Student Permanent Records

YCCS is obligated to hold student records and information physically secured and confidential in accordance with applicable federal, state, and school system regulations for 60 years. Records can only be shared by written request or by the parent or the student.

Permanent Records include the following:

- Basic identifying information, including students and parents' names and addresses, birth date and place, and gender
- Academic transcript, including grades, graduation date, grade level achieved, college entrance exams and class rank where applicable
- Attendance record
- Accident reports and Health record
- Record of release of permanent record information
- Honors and awards received
- Information concerning participation in school-sponsored activities or athletics
- Offices held in campus sponsored organizations

## 7.3 Classroom Records

Record keeping is an important duty of the teacher and may not be delegated. Teachers maintain the following information:

- Class attendance in Power Teacher
- Grade records
- Course objectives/outline /plans
- Lesson plans
- Progress reports

Classroom records are available for review and are subject to audit by YCCS Auditing Unit.

## 7.4 Students Files

YCCS requires that campuses accurately maintain files on students. Student files are to be kept in the central office and at the campus level and are to be updated regularly. Student files are audited and reviewed during the evaluation and monitoring visits conducted by YCCS.

The following information is maintained in each active student's file:

### General Information

- Enrollment Form
- Withdrawal/Release Form
- Emergency Contact Information
- Parent or Guardian Release for Special Programs
- Medical and Immunization Records
- Attendance Records
- Free Lunch Application

### Records of Ongoing Academic Experiences

- Alternative Education Plan (AEP)

- Progress Reports
- MDC/Individualized Education Plan including Transition Plan (if applicable)
- Behavior Modification Plan (if applicable)
- Grades, Report Cards, and other Progress Reports
- Test Scores
- Disciplinary Actions
- Vocational Education Experience (if applicable)
- Transcripts

## 7.5 Files Maintained by YCCS Central Office

Campuses will forward to YCCS, at prescribed times, the following information relative to student records:

Documentation	When Submitted
Enrollment Forms	At the time of enrollment
Free Lunch Application	At the time of application
Withdrawal/Release Form	At the time of withdrawal
Student Transcripts	At the time of enrollment At the time of withdrawal At the time of graduation
Parent or Guardian Release for Special Programs	At the time of release

## 7.6 Registrar

All campuses will have a registrar. The registrar is the designee of the principal or the director of that campus. The registrar is to maintain student records and information physically secured and confidential in accordance with all applicable federal, state and school regulations. The registrar or designated school staff member will maintain all student records in a secure place and accessible only to the registrar or authorized school staff members. The registrar will establish internal controls to prevent unauthorized access to or dissemination of student records. Vendors will submit to YCCS the name(s) of the individual(s) who serve as the Registrar of student records.

## 7.7 Immunizations and Examination Requirements

YCCS meets the immunization criteria as specified by the Illinois State Board of Education. YCCS seeks the assistance of the Chicago Board of Education to secure immunization records of former students. All immunization forms are kept in student's permanent files.

## 7.8 Student Information System

Campuses are required to use PowerSchool as their official student information system. PowerSchool is used to document student demographic information, disciplinary reports, student schedules, graduation statuses, student test scores, transcripts, and other required student information.

### 7.8.1 Guidelines Regarding Maintaining Professional Staff/Student Boundaries

These Guidelines define appropriate and reasonable boundaries for staff members and students to (1) protect students from sexual misconduct and abuse, and (2) to protect staff members from misunderstandings and false accusations.

All employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the Code of Ethics for Illinois Educators, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

This guidance applies to all staff members, including and without limitation to teachers, coaches, counselors, administrators, volunteers and other third parties who interact with students.

The following general standards apply to all staff/student interactions.

- Personal contact between students and staff members must always be appropriate to the circumstances, non-sexual and unambiguous in meaning.
- Staff members shall maintain a strictly professional relationship with students, whether on or off school property and during or outside of school hours.
- Staff members are responsible for maintaining professional and appropriate physical and emotional boundaries with students at all times.
- Interactions between staff members and students should be based on mutual respect and trust.
- Staff members are responsible for treating all students consistently and in line with the educational mission of YCCS.

## **8. Charter Law Compliance**

### **8.1 Safety**

YCCS policies require that vendors comply with all applicable health and safety laws of the City of Chicago, the State of Illinois, and the Federal Government. Campuses must submit health and safety documents such as liability insurance, evidence of a fire inspection, evidence of safety drills, asbestos plans and reports, evidence of staff training and other documents as requested to ensure the health and safety of YCCS students. YCCS collects, reviews, and audits the campus compliance with applicable health and safety laws on an annual basis.

All campus sites must have in place at the beginning of the school year, in alignment with YCCS policies, a safety plan detailing how the vendor will handle emergency situations (i.e. fire, tornado, bomb threats, assaults, shootings, etc.) and who will be responsible for contacting the authorities (i.e. YCCS, police, parents) in case of an emergency. An emergency management plan (EMP) must be uploaded to the Federal Incident Management System (FIMS) system by October 1<sup>st</sup> of each school year. The vendor's safety plans include the special precautions and procedures the campus will employ to ensure the safety of special education students. Vendors must also have procedures regarding search, seizure, and the use of metal detectors on their campuses.

All staff are to be trained on the policies and procedures outlined in the safety plan. Campuses are also encouraged to invite emergency response units to the school in order to evaluate and provide feedback on the school's emergency response plans.

## 8.2 Open Meetings

YCCS holds meetings at specific times and places that are convenient to the public (no meetings take place on legal holidays). The YCCS Board of Directors has open meetings once a month (excluding July and December). A schedule of board meetings are posted in public places and disseminated to schools, parents, and students including dates, times, and locations. YCCS posts all meetings at least 48 hours in advance. If a meeting is canceled or rescheduled, the public will be notified immediately. Written minutes are kept for all meetings.

## 8.3 Fire Drills

YCCS requires that all campuses hold quarterly fire drills (minimum 4 times a year) in accordance with the Fire Drill Act. Fire Drills are defined as a practice or rehearsal of the evacuation of the occupants of a building according to a plan designed to accomplish such evacuation as quickly as possible and to avoid panic, injury or loss of life in the event of a fire or other emergency.

YCCS monitors and holds vendors responsible for meeting the criteria set forth in the Fire Drill Act. Appropriate documentation, including changes or updates, is maintained in the policy and procedures handbook of the campus. Vendors must maintain a written description of their fire drill plan and the vendor posts maps indicating the evacuation routes in case of fire. YCCS' fire drill policy requires:

- Easily visible drawings showing exit routes posted in all rooms
- Working fire extinguishers and fire alarms that are inspected annually
- A narrative detailing the fire drill plan
- A schedule reflecting the four fire drills to be conducted. The schedule will be maintained at the campus for review, and once the drill has taken place the documentation of the drill must be maintained at the campus site and uploaded to the FIMS system.
- A detailed account of each fire drill noting the date and time of the drill, the number of students participating in the drill, the time taken to complete the drill, and any notes regarding the quality of the drill
- Orientation for vendor staff regarding the purpose of the fire drills and the procedures of the fire drill plan
- YCCS requires campuses to complete 4 fire drills per year within the first two weeks of each quarter. One of these drills must include participation by the local fire department.
- Vendors provide access to the state and local fire marshals for fire safety inspection of the school building annually.

## 8.4 Tornado Protection Program

YCCS requires that all campuses develop and maintain a plan for the evacuation of students and faculty in case of a tornado or severe weather. The law requires campuses to complete one tornado drill per year. The first Tuesday in March is the beginning of National Weather Safety Week, and it is recommended that a tornado drill take place on this date. The Tornado Protection Plan shall consist of the following:

- A narrative detailing the program plan and implementation of evacuation of students in case of tornadoes, tornado warnings or tornado watches
- A schedule reflecting one drill to be conducted. The schedule will be maintained at the campus for review, and once the drill has taken place the documentation of the drill must be maintained at the campus site and uploaded to the FIMS system
- A detailed account of the drill noting the date and time of the drill, the number of students participating in the drill, the time taken to complete the drill, and any notes regarding the quality of the drill
- Orientation for campus staff regarding the purpose of the tornado drill and the procedures of the tornado plan

## **8.5 Law Enforcement Drills**

YCCS requires that all campuses develop and maintain a plan for the reverse-evacuation of students and faculty when law enforcement involvement is necessary to protect campus occupants and it is safer for students to stay inside the school than outside. One law enforcement drill is required per year. The Chicago Police Department must be invited to observe and provide feedback on the outcome of at least one drill per year. The plan shall consist of the following:

- A narrative detailing the program plan and implementation of the reverse-evacuation of students in case of shootings, bomb threats, suspicious persons, hazardous materials or other such events.
- A schedule reflecting one drill to be conducted. The schedule will be maintained at the campus for review, and once the drill has taken place the documentation of the drill must be maintained at the campus site and uploaded to the FIMS system
- A detailed account of the drill noting the date and time of the drill, the number of students participating in the drill, the time taken to complete the drill, and any notes regarding the quality of the drill
- Orientation for campus staff regarding the purpose of the drill and the procedures of the drill

## **8.6 Bus Evacuation**

Under the School Safety Drill Act campuses are required to maintain a written procedure outlining steps in a bus evacuation drill and conduct a minimum of one bus evacuation drill annually. The drill shall include safe bus riding practices and evacuation procedures. The campus must rent a bus to conduct the drill if necessary. Record of the bus evacuation drill should be kept on file at the campus and submitted to YCCS annually. The bus evacuation drill record must be signed by the bus company representative that completed the drill. The plan shall consist of the following:

- A narrative detailing the program plan and implementation of the drill
- A schedule reflecting one drill to be conducted. The schedule will be maintained at the campus for review, and once the drill has taken place the documentation of the drill must be maintained at the campus site and uploaded to the FIMS system
- A detailed account of the drill noting the date and time of the drill, the number of students participating in the drill, the time taken to complete the drill, and any notes regarding the quality of the drill
- Orientation for campus staff regarding the purpose of the drill and the procedures of the drill

## **8.7 Allergen Drill**

To comply with the Emergency Epinephrine Act, P.A. 97-0361 all school staff must be trained annually on the management and emergency response of potential anaphylaxis reactions caused by food allergies and other life-threatening allergies. All schools must incorporate an Emergency Allergy Drill into their Emergency Response Protocol. Campuses must maintain a record of trainings involving these guidelines. The plan shall consist of the following:

- A narrative detailing the program plan and implementation of the drill
- A schedule reflecting one drill to be conducted. The schedule will be maintained at the campus for review, and once the drill has taken place the documentation of the drill must be maintained at the campus site and uploaded to the FIMS system
- A detailed account of the drill noting the date and time of the drill, the number of staff participating in the drill, the time taken to complete the drill, the roles of each staff member during the drill, and any notes regarding the quality of the drill
- Orientation for campus staff regarding the purpose of the drill and the procedures of the drill

## **8.8 Criminal Background Investigations**

All vendor employees and individuals that have daily contact with YCCS students must have a Criminal Background Check. YCCS obtains authorization from the applicant to conduct a criminal background investigation. CPS facilitates the background check in accordance with its procedures submitting the applicant's name, sex, race, date of birth, social security number, and fingerprints for review. CPS contacts YCCS regarding each applicant's status and will report an applicant if the applicant was charged with a crime. YCCS provides a copy of the record to the relevant campus and to the applicant. YCCS takes the necessary steps to ensure confidentiality. Neither YCCS nor its vendors will knowingly hire any persons who have been convicted of an enumerated offense. Any YCCS employee or vendor employee who commits a felony or who is charged with said commission must notify YCCS of the fact. Failure to do so is grounds for dismissal.

## **8.9 Diabetes Management Policy**

Students diagnosed with type 1 or type 2 diabetes by a licensed medical provider must promptly notify the school. Once notified, the school shall request the parent/guardian to provide a Physician's Diabetes Care Plan. The plan is to be completed and signed by the student's licensed health care provider and signed by the parent/guardian if applicable. The School Diabetes Care Plan shall be disseminated to the Delegated Care Aide, the student's teacher and the parent/guardian of the student.

The principal or its designee shall ensure that a Delegated Care Aide (DCA), authorized by the parent/guardian and the principal, is identified for each diabetic student. The DCA shall perform the duties and tasks necessary to assist a student with diabetes in accordance with the student's Physician's Diabetes Care Plan. School employees who agree to serve as a student's DCA must sign a Diabetes Delegated Care Aide Agreement Form and shall receive training in diabetes management and care annually. If no school employee agrees to serve as a student's DCA, the Principal will be the designated DCA. Delegated Care Aide training shall be provided annually.

All school employees shall complete training on the basics of diabetes care, how to identify and respond to the signs and symptoms of diabetes, and whom to contact in the case of an emergency.

## **8.10 Sex Offenders Registry**

The Principal, Director or designee must notify parents/guardians during registration or during parent-teacher conferences that information about sex offenders is available to the public as provided by Illinois State law. ([www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/))

## **8.11 Hazardous Materials Training**

All employees or vendors who work with hazardous materials must attend an in-service training relative to the handling of hazardous material. The in-service training program must be approved by the Illinois State Board of Education or by the Illinois Department of Public Health. A copy of the hazardous materials training certificate is to be provided to YCCS annually. Each campus must identify employees who handle hazardous or toxic material during the course of their job assignments.

## **8.12 Chronic and Infectious Diseases Rules and Regulations**

Each campus shall develop policies and adopt rules relating to the appropriate manner of managing children with chronic infectious diseases, not inconsistent with guidelines published by the State Board of Education and the Illinois Department of Public Health as outlined in The Management of Chronic and Infectious Disease in School Children. Such policies and rules must include evaluation of students with a chronic infectious disease on an individual, case-by-case basis. A personalized plan and evaluation must be developed for students with infectious diseases. Any record of infectious disease must be recorded and maintained on file for review.



An infectious disease program should include the following elements:

Policies and procedures related to identification, placement, and school management of students with infectious diseases; An infectious disease review team consisting of the school medical advisor, the school nurse, and the school administrator that is responsible for planning and managing the educational program for the individual student with an infectious disease; Maintenance of routine hygienic procedures to assure a clean, safe, healthful school environment; Health education/health counseling programs to educate school staff, students, and parents.

In all cases, knowledge that a student has an infectious disease should be confined to those persons with a direct need to know (e.g., principal, superintendent, school nurse, and student's teacher). The law permits school administrators to inform such other persons as may be necessary that an infected child is enrolled at that school, so long as the child's identity is not revealed. Parents should be notified of any communicable disease reported in the school, along with the associated symptoms.

Universal precautions should always be used for cleaning up after any student who has an accident or injury at school. The district policies for managing infectious disease should ensure that all school staff are trained annually regarding the use of universal precautions to ensure that hygienic procedures are employed to maintain a safe, clean school environment.

Diseases that are declared to be contagious, infectious, communicable and dangerous to the public health and each suspected or diagnosed case shall be reported to the local health authority who shall subsequently report each case to the Illinois Department of Public Health.

#### **8.12.1 Prevention in School Setting**

All campuses should actively promote good hygiene practices, especially hand washing, among all personnel and students. All campuses will develop a plan regarding how prevention of infectious diseases will be implemented within their respective campus. The procedures will be included in the campus policy and procedures manual.

#### **8.12.2 Universal Precautions**

YCCS requires universal precautions when handling blood or any body fluid, including using an appropriate barrier technique to prevent skin and mucous membrane. Hands or other skin surfaces should be washed and disinfected immediately if contaminated with blood or other body fluids.

Vendors maintain the following to ensure they address universal precautions:

- Latex disposable gloves for use when handling blood or any other body fluid. (Carry them in a pocket when on the playground, at the gym or other sports activities, in the lunchroom, or on hall duty.)
- Disinfectant in plastic spray bottles. A solution of one part bleach and nine parts water should be mixed. This solution is only good for 48 hours.
- Disposable washcloths or paper towels
- Dedicated waste container to dispose of contaminated materials
- Liquid soap for hand washing

These items should be readily accessible at the vendor campus.

#### **8.12.3 AIDS Education**

The State of Illinois requires AIDS education in grade 6 through 12. YCCS requires vendors to offer as part of their curriculum including sex education and comprehensive health education. Instruction shall include the cause, spread, and prevention of HIV infection.



### **8.13 Eye Protection Act – Wearing Furnishing Standards**

Every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating in or observing any of the following courses in schools, colleges, or universities: vocational or industrial art shops or laboratories involving milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, and welding, repairing, or servicing of other materials, and chemical or combined chemical-physical laboratories involving caustic or explosive chemicals, hot liquids, or solids.

YCCS requires vendors to post signs in the campus areas that require eye protection. Each campus ensures that there will be enough protective eyewear for students and teachers in the normal course of activity that occurs in the campus. Eyewear must be of industrial quality.

### **8.14 Health Examinations**

The School Code of Illinois mandates immunizations and health examinations for all students in Illinois in accordance with the rules and regulations of the Illinois Department of Public Health. All students upon acceptance into YCCS must present proof of immunity and of having been examined in accordance with this section and the applicable rules and regulations. Additional health examinations of pupils, including dental, hearing, and vision examinations, may be required when deemed necessary by school authorities.

Physicians licensed to practice medicine shall be responsible for the performance of the health examinations, dental examinations and vision/hearing screening, and shall sign all report forms. If a registered nurse performs any part of the health examination, then a physician licensed to practice medicine must review and sign all required report forms. Medical forms will be maintained at the campus site and shall be submitted to YCCS by October 15 of each school year.

If for medical reasons, one or more of the required immunizations must be given after October 15 of the current school year, the student shall present, by October 15 or by the earlier established date, a schedule for the administration of the immunizations and a statement of the medical reasons causing the delay by the physician, registered nurse, or local health department that will be responsible for administration of the remaining required immunizations. If a student does not comply by October 15, or by the earlier established date of the current school year, with the requirements, then the local school authority may exclude that student from school, until such time as the student presents proof of having had the health examination as required and presents proof of having received those required immunizations which are medically possible to receive immediately. During a student's exclusion from school for noncompliance, the student's parents or legal guardian is considered in violation and subject to any penalty imposed by State laws.

The Charter will report to CPS, the number of students who have received the necessary immunizations and the health examination as required, indicating those students who have not received the immunizations; and will report the number of students who are exempt from health examination and immunization requirements for religious or medical grounds

### **8.15 Administering Medications**

Under no circumstances shall teachers, administrative staff or vendor employees, except certified school nurses, administer medication to students. It is the policy of YCCS that the administration of medication to students during regular school hours and during school related activities should be discouraged unless absolutely necessary for the critical health and wellbeing of the student.

The YCCS Charter does recognize that in some cases the students do need to be medicated. In such instances, the following rules apply regarding the disbursement of medication:

- Only those medications, which are necessary to medicate the student in school, shall be administered during school hours.
- Requests for administration of medication will be reviewed on a case-by-case basis; with the minimum age for self-medication being 12 years of age.
- The campus will reserve the right to reject requests for administration of medication.

Students who must receive medication during school hours are informed that medication can be administered through one of the following methods:

- Student assignment to a school with a full-time nurse
- Student assignment to his/her neighborhood school
- Assistance from outside approved medical personnel
- Self-administration of medication with passive monitoring by an approved adult
- Parent or guardian may come to school to administer the medication

The particular option chosen for a student requires that the decision be made with input of the parent(s)/guardian(s), student's physician, principal, teacher(s), and school nurse.

Factors to be considered include, but are not limited to, the student's medical diagnosis, age, mental and physical condition, type of prescription/medication involved including timing restraints, likelihood and severity of side effects, length of full time or outside medical/nursing services, the importance of school placement to the student's educational program, and amount of disruption to the student's educational program.

A written request for administration of medication during school hours must be made by a licensed physician and submitted on the Chicago Public School's medication request form. A written request must be obtained from the parent(s)/guardian(s) requesting that medication be given during school hours. The request must include the name of the parent(s)/guardian(s) and the home telephone number as well as an emergency number. Those students over 12 years old must sign the request. In the case of recommendation for self-administration of medication, both the recommending physician and the parent/guardian, must state that the student is capable of self-medication and has been taught by each party how to properly self-administer the prescribed medication. The principal/or designee shall be responsible for initially receiving requests from the parent/guardian and the licensed physician for a student to self-administer medication during school hours.

The principal or designee/school nurse will confer with the licensed physician and parent/guardian of the student, and if possible, recommend that the time for administration of medication be adjusted so that it will not be necessary to administer the medication during school hours. When there are questions the school nurse/or designee/principal may confer with the medical director or other medical consultants in Student Health Services of CPS.

If medication is given during school hours, the written doctor request for prescription and non-prescription medications must be obtained from the student's licensed physician and shall include:

- Student's name, date of birth
- Diagnosis of condition requiring medication
- Name of medication, dosage, route of administration
- Frequency and time of administration
- Date prescription was filled and date of expiration

- Date medication is to be discontinued
- Side effects which might be observed
- Name, signature, and emergency telephone number of the physician
- Other medication the student may be receiving at home
- Certification that the physician has discussed the proper guidelines of self-medication, and that the individual student understands and is capable of self-administering the prescribed medication.

Requests are renewed yearly or as needed for a change in medication. The parent/guardian and the student's physician must notify the school in writing if a medication is discontinued. In order to alter the dosage or change a medication the parent must obtain a written order from the physician.

The parent(s)/guardian(s) are responsible for providing all medications for his/her child. The parent(s)/guardian(s) shall be responsible for any refills of medication. Medications must be brought to school in the original, appropriately labeled container.

Medication label shall display:

- Student's name and prescription number
- Name and dosage of medication
- Date and number of refills
- Licensed physician's name
- Name or initials of pharmacist.

Medications must be stored in a drawer or cabinet with a lock. If medication is to be refrigerated it must be locked in a container before refrigeration. Campus Administrators coordinate with the student's parent and physician procedures for:

- Amount of medication to be brought to school
- Method of storage
- Delivery of medication to the students
- Method of recording administration of medication

The principal, parent and designated staff develops a protocol to be followed for the student to self-administer medication. The protocol includes a method of recording that the student has taken the medication on a daily basis.

Students may self-administer medication under the following circumstances:

- The licensed physician submits a letter on the Chicago Public School medication form citing the need for the medication, diagnosis and states that the student has been taught and knows how to self-administer the prescribed medication
- The principal and designated staff shall determine that the student's age, mental and physical ability is sufficient to allow self-administration of prescribed medication.
- The parent(s)/or guardian(s) must submit a letter stating that the student has permission to self-administer medication. If the student is age 12 or older, the student must also sign the letter. In addition, parent(s)/guardian(s) must keep an up-to-date emergency form, which will allow the campus to keep parents informed.
- An adult will passively monitor students who are approved by the principal for self-administration of medication. They will come to the office and receive their medication from the assigned personnel. Staff other than the school nurse is only responsible for giving the medication to the appropriate student.

They are not to force the administration of medication nor are they allowed to make medical decisions or diagnoses, which they are not licensed to make.

- All approved medications are stored in a locked area in the office.

All requests and physician's orders are kept in the student's health folder. Campuses submit the written protocol regarding the administration of medications for the site. Campuses identify the staff that will be responsible for administering medication and overseeing self-medicating students. Nursing records, student files, and personnel files are available for monitoring review by YCCS.

### **8.15.1 Self-Administration of Asthma Medication**

Pursuant to Public Act 92-0402, a school, whether public or nonpublic, must permit the possession and self-administration of medication by a pupil with asthma. The principal, parent, and designated staff develops a protocol to be followed for the student to self-administer medication. Students with asthma may possess and self-administer medication if a licensed physician submits a letter on the Chicago Public School medication form stating that the student has asthma, citing the need for the medication, and stating that the student has been taught and knows how to self-administer the prescribed medication. All procedures regarding the administration of medication in school are to be followed and an Asthma Action Plan, signed by a licensed physician, kept on file for the student. All requests and physician's orders are kept in the student's health folder.

### **8.15.2 Use of Auto-Injectors and the Emergency Epinephrine Act**

Pursuant to Public Act 094-0792, schools must permit the use of auto-injectors by pupils afflicted with diabetes, food allergies, or other applicable conditions requiring an auto-injector. The school must allow the possession and use of the auto injector at all times and in all school-operated premises. The principal, parent, and designated staff develops a protocol to be followed for the student to self-administer medication. Students may possess and self-administer medication if a licensed physician submits a letter on the Chicago Public School medication form stating the student's diagnosis, citing the need for the medication, and stating that the student has been taught and knows how to self-administer the prescribed medication. All procedures regarding the administration of medication in school are to be followed and a Care Plan/Action Plan, signed by a licensed physician, kept on file for the student. All requests and physician's orders are kept in the student's health folder.

The Emergency Epinephrine Act requires epinephrine auto-injectors to be maintained at all school sites for use in an emergency. Schools must maintain this supply of epinephrine auto-injectors in a secured location. The Act permits this emergency supply of epinephrine auto-injectors to be used in a school under three circumstances: 1. Administration of an epinephrine auto-injector to a student, with an unknown allergy, having a first-time anaphylactic reaction when a student does not have an epinephrine auto-injector or a prescription for an epinephrine auto-injector on file. 2. Self-administration of an epinephrine auto-injector by a student with a known allergy who has forgotten his or her auto-injector or it is otherwise unavailable. 3. Administration of an epinephrine auto-injector to a student with a known allergy.

The Act provides specific liability protections regarding the use of an emergency epinephrine auto-injector, regardless of whether a student has a prescription for epinephrine on file with the school, except for willful and wanton conduct. Parents of students with a prescription auto-injector must sign a statement acknowledging this release of liability. If a student does not have a prescription for epinephrine on file with the school and an epinephrine auto injector is used on a student whom the school employee in good faith professionally believes is having an anaphylactic reaction, the school district or nonpublic school and its employees and agents, are to incur no liability, except for willful and wanton conduct.

### **8.15.3 Opioid Antagonist**

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

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

### **8.16 Toxic Art Supplies in School Act**

It is the policy of YCCS to order and purchase non-toxic supplies and materials. YCCS requires all vendors to develop a labeling plan established by 105 ILCS 135/5 of the state statute (a list of all ingredients that constitute the substance the student will be using) for the identification of toxic art supplies. Vendors must designate a staff individual to distribute the art supplies.

### **8.17 Illinois School Student Records Act**

The Illinois School Records Acts states: The State Board of Education shall issue regulations that govern the contents of school student records; to implement and assure compliance with the provisions of this Act; and to prescribe appropriate procedures and forms for all administration proceedings, notices and consents required or permitted under this Act. All such regulations adopted by any vendor relating to the maintenance of, access to, dissemination of or challenge to school student's records shall be available to the general public.

Vendors assign an official custodian at their campuses to maintain the student records. This individual is responsible for the maintenance, care and security of all campus student records. The custodian establishes internal controls to prevent unauthorized access to or dissemination of student records. Vendors submit to YCCS the name of the individual who serves as the custodian of student records. Vendors specify their internal control procedures in their policies and procedures handbook. The principal or a designee and YCCS periodically review the student records for compliance.

The school is to maintain student permanent record information, regardless of record format, for not less than 60 years after the student has permanently withdrawn from the school. The “Student Permanent Record” means the minimum personal information necessary to a school in the education of the student and contained in a school student record which may include student name, birth date, address, grades, grade level, parents’ name and addresses, and attendance records. In addition to this information, but is not limited to, class rank, graduation date, and scores on college entrance exams, accident reports, health records, and high school State assessment test scores.

The school is to maintain student temporary record information, regardless of record format, for not less than 5 years after the student has permanently withdrawn from the school. The “Student Temporary Record” means all information contained in a school student record, but not contained in the student

permanent record and may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student. This record shall also include information provided under the Abused and Neglected Child Reporting Act and information on serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction.

No school student records of information may be released, transferred, disclosed, or otherwise disseminated, except to authorized individuals. The school is required to maintain a record of any release of record information, including: 1. The nature and substance of the information released; 2. Name and signature of the school's official records custodian; 3. Name and title of person requesting the record; 4. Purpose of the request; 5. Date of record release; 6. Copy of any consent to release; 7. Date of request.

### **8.18 Abused and Neglected Child Reporting Act**

The Abused and Neglected Child Reporting Act requires school personnel to report instances or suspected instances of abuse or neglect to the Department of Children and Family Services (DCFS). Any educational personnel having reasonable cause to believe a child known to them in their professional or official capacity may be an abused or neglected child shall immediately report or cause a report to be made to DCFS. Each vendor will develop a procedure and process for reporting such instances to local DCFS offices, including documenting such interventions in the student's file. Vendors are also required to provide in-service training for staff to familiarize them with the requirements of the Act.

The Illinois Department of Children and Family Services is required, upon receiving reports made under this Act, to protect the best interest of the student. DCFS will offer a variety of protective services in order to prevent any further harm to the student and to other students in the same environment or family. The vendor/staff will maintain individual lists of any potential cases of possible student abuse reported to DCFS.

### **8.19 Automated External Defibrillator (AED)**

Under the Physical Fitness Medical Emergency Preparedness Act all campuses must have an Automated External Defibrillator (AED). The AED must be maintained and tested annually. The campus must have appropriate numbers of staff and supervisors trained to ensure a trained staff member is available during all business hours and school events. The campus must maintain records of at least two current training certifications in staff personnel files and a record of annual AED maintenance.

### **8.20 Electronic Use Policy**

It is the policy of YCCS that vendor campuses shall prohibit students from carrying electronic devices while in the school building except for educational and business purposes. This policy establishes the standards for acceptable electronic activity of the YCCS/campus employees and other authorized Users using and accessing the campus technology, internet data and network systems regardless of the User's physical location and the electronic communication between student and YCCS staff. This policy permits the use of telephone communication between Staff and Students when necessitated by an educational or extra-curricular activity including field trips, for the purposes of ensuring student safety.

Staff members communicating with students via electronic means must do so using school issued email and telephones regarding school attendance, classroom, school and school-related activities only. Staff members shall exercise best professional judgment, integrity, and concern for student well-being. Staff have no expectation of privacy in their use of electronic resources. Communication with students for fraternization purposes are strictly prohibited, except communications between family members. Campuses may provide staff with the means to communicate through a variety of district-owned or leased systems, <https://www.cps.edu/about/policies/acceptable-use-policy/platform-guidelines/>. School issued or personal mobile devices to conduct school business must require the staff to properly retain text and call records generated while using a mobile device for business purposes and comply with the Illinois Records Act.

Staff members shall not accept or initiate connections with current students on social networking sites. If a staff member has a social networking site for educational purposes, the staff member shall obtain permission from the principal and parents to engage with students via this site. Use of personal email accounts, personal social media and other personal electronic communication systems to conduct school business is prohibited and may cause a staff's personal accounts to be subject to FOIA and other inquiries. If a staff member has a valid and appropriate reason for communicating with students via electronic means, they must first obtain written permission from the principal and parent or guardian. The parent/guardian receives the same text notifications/alerts sent to their child when the parent/guardian elects to receive these notifications/alerts.

YCCS believes that technology devices, internet and data systems when used appropriately, provide a critical part of the YCCS' mission of educating all its students. When these same technology devices, internet and data systems are used inappropriately, however, harm to the YCCS network, staff and students may result. Accordingly, any staff that violates this policy shall be subject to consequences which include, but are not limited to the following:

- suspension or cancellation of use or access privileges;
- discipline under local employment policies and guidelines, up to and including termination of employment;
- contract penalties in accordance with the contract/vendor/consultant's contract with YCCS; and/or
- civil or criminal penalties.

Campus administrators should provide guidance and promote staff awareness on both practice and policy before the start of each school year. For more information see the YCCS Guidelines Regarding Maintaining Professional Staff/Student Boundaries.

### **8.21 Tobacco**

The YCCS Charter, the State Board of Education and the Chicago Board of Education have prohibited the use of tobacco on school property. "Tobacco" shall mean cigarette, cigar, or tobacco in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

Neither CPS nor YCCS may authorize or permit any exceptions to or exemptions from the prohibition. Tobacco may not be used in any place used for school purposes or at any time, including outside of school buildings or before or after the regular school day or on days when school is not in session. This includes but is not limited to all events or activities that the school board or school officials authorize or permit on school property. This includes all interscholastic or extracurricular athletic, academics or other events sponsored by the school board or in which pupils of the district participate.

### **8.22 Freedom of Information Act (FOIA)**

All records of the YCCS Charter School (except student records) are public documents that can be inspected and copied by the public. These documents will only be released upon written request. A log will be maintained of the parties or entities that are requesting items and the items that were requested. YCCS designated an employee to receive, review, and respond to all FOIA requests. This employee is trained on all the requirements under FOIA.

### **8.23 State Assessments**

YCCS administers all State mandated assessments as required.



## 8.24 Bilingual Education

The Charter School 1) shall identify students who require bilingual education by administering the Chicago Public Schools' Home Language Survey Form or other suitable identification instrument to incoming students, 2) shall assess the English language proficiency of students identified as coming from a non-English speaking background, and 3) shall provide a bilingual education or English as a Second Language program for such students. Notwithstanding the above statement, the Charter School shall have no obligation to provide bilingual education to a greater extent than that required under the Charter Schools Law and under any federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools. Campuses shall compile and maintain a current list of personnel available to provide language translation by language. This list shall be posted in the main office of the campus.

When a vendor has an enrollment of 20 or more English learners of the same language classification the vendor must establish a transitional bilingual education (TBE) program for each language classification represented by those students. When a vendor has an enrollment of 19 or fewer English learners of any single language classification other than English, the vendor shall provide a transitional program of instruction (TPI) for those students.

Each full-time TBE program shall consist of at least the following components (20 or more ELLs):

- A) Core subjects such as English, math, science and social studies must be offered in the student's home language and in English. Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist English learners in meeting the Illinois Learning Standards.
- B) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents.
- C) Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable. b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code1, as applicable.

Campuses with more than 19 English language learners shall have a Bilingual Advisory Committee (BAC). The BAC shall be conducted according to rules and procedures as indicated in the Bilingual Advisory Committee Handbook regarding elections, members, officers, regulations, protocol and responsibilities.

Specific Requirements for Transitional Program of Instruction (TPI) (fewer than 20 ELLs):

- A) Instruction or other assistance in the student's home language to the extent necessary, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas including language arts assistance in the students' home language and instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents.

*(Article14C, Illinois School Code, Title 23 Illinois Administrative Code 228)*

## 8.25 Americans with Disabilities Act (ADA)

YCCS and the campuses will be in compliance with the Americans with Disabilities Act (ADA), which covers barriers that those with disabilities face, when trying to fully participate in school. YCCS campuses are required to improve and maintain their premises in such a way as to eliminate any physical, communications and procedural barriers to educational access, thus ensuring students with disabilities the



access to educational institutions that most Americans take for granted in the routine activities of their daily lives. Campuses are to submit to YCCS certification that the site is ADA compliant, or submit a plan, with timeline, to move toward full compliance.

## **8.26 No Child Left Behind Act/Every Student Succeeds Act**

YCCS shall operate in accordance with the No Child Left Behind Act/Every Student Succeeds Act, to the extent required under the Charter Schools Law and under any federal consent decrees or other orders governing the provision of education services to students in the Chicago Public Schools.

### **8.26.1 Parent Involvement Policy**

The campus will involve the parents of students served in Title I, Part A schools in decisions about how the funds reserved for parental involvement are spent. Any funds received by the campuses must be utilized in a manner that facilitates and maximizes parental involvement. The campus will encourage and provide trainings as needed to the Parent Advisory Committee (PAC), which consist of parents, community members, teachers, principals and high school students. The PAC has the responsibility to review the school improvement plan (SIP) and the related parent activities and policies. The campus convenes at least two well-publicized meetings annually to present to the school and its community the following: the proposed SIP; the campus expenditure plan; the annual campus report; and the campus progress reports. One of those meetings is to introduce the SIP and the budget; the purpose of the other meeting is to report on the progress of the SIP and plan for next year. Other topics may include:

- a. Ways to help families establish home environments that support student academic achievement
- b. How to help students with homework and other curriculum-related activities and planning
- c. How to design effective forms of campus-to-home communications about student's progress
- d. The campuses' academic achievement standards and assessments
- e. How to monitor their student's progress and their campus' adequate yearly progress (AYP)
- f. How to work with educators

The parents of the students participating in activities, services, and programs funded by Title I must also sign a parent compact that outlines how the parents, the campus staff, and the students will share the responsibility for improved student academic achievement and the means by which they will build and develop a partnership that will help students s achieve the State's high standards. All materials distributed to parents (e.g. flyers) must indicate that funds for each activity were provided by YCCS-NCLB Title I funds.

## **8.27 Asbestos Abatement**

State and federal legislation require that public schools be inspected for asbestos and that plans for its management be developed. The legislation also specifies that individuals who work to remove or abate asbestos in elementary and secondary schools be licensed and requires that such activities be carried out in a safe manner. Campuses are to submit to YCCS certification that the site is in full compliance with Asbestos Abatement legislation.

Each school must ensure the following:

- An Asbestos Management Plan and Three-Year Re-inspection must be kept in a file that is available to parents, staff, and workmen at the school.
- On a yearly basis, the school must inform parents and staff that the Asbestos Management Plan and Inspection are available for inspection. A dated copy of this notice must be placed in the Asbestos Management Plan file.
- All building engineers must attend one two-hour asbestos awareness-training program. Copies of the training certificate must be maintained with the Asbestos Management Plan at the school.

- Parents, teachers and employee organizations must be notified of all projects that include disturbance or removal of asbestos in each school building.
- Short-term workers (e.g., telephone repair workers, utility workers or exterminators) must be licensed and must be given access to the Asbestos Management Plan. School personnel must check that workmen who cut, abrade or disturb asbestos are licensed by the State of Illinois. Licensed individuals are required to carry a card issued by the Illinois Department of Public Health.

## **8.28 Lead Abatement**

State and federal legislation require that public schools be inspected for lead and that plans for its abatement management be developed. The legislation also specifies that individuals who work to remove or abate lead in elementary and secondary schools be licensed and requires that such activities be carried out in a safe manner.

## **8.29 Buildings and Facilities**

Campuses are required to have all applicable occupancy permits and health and safety approvals required for schools. This information is maintained at the vendor campus and submitted to YCCS on an annual basis or when changes in compliance occur. This information includes the following:

- Local/state fire inspection reports;
- Local boiler inspection reports;
- Current Lease, Mortgage, or Deed
- Health inspection (as applicable)
- Code violations filed against the building/facility within the last three years and any documentation of remedies addressing the violations; and
- Documentation of compliance with state and local building and zoning ordinances as they relate to the educational facility.

If necessary, YCCS contacts the official governmental agencies (fire department, building department, zoning department and health department) that oversee applicable occupancy permits and inspections to obtain written verification of compliance.

Vendors that are renovating buildings or seeking a new facility must submit city/state approved blueprints and/or information regarding the status of the new building for review by the YCCS Central Office. When a vendor changes its physical location or obtains additional facilities, the new physical location or additional facilities must meet all pertinent codes. The vendor must contact the YCCS office before any relocation or acquiring any additional facility.

Each year YCCS contacts each vendor to review all leases, occupancy permits and health and safety approvals to ensure that all applicable permits remain valid and in force. YCCS notifies all vendors of their compliance status.

All campuses must comply with the Physical Fitness Medical Emergency Preparedness Act that requires every facility to have at least one Automated External Defibrillator (AED) on the premises and to have staff trained on the use of the AED.

## **9. Other Student Concerns**

### **9.1 Transportation of Students to and from School and School Events**

YCCS determines each student's transportation needs through an annual review of each student's barriers. YCCS campuses make student reduced fare Ventra passes available to all students. For low-income and at-

risk pupils that require transportation assistance, YCCS participates in the Parent/Guardian Pupil Transportation Reimbursement Program. This program is for parents/guardians to whom free bussing is not provided and live more than 1.5 miles from school. It is also utilized by parents/guardians who live less than 1.5 miles from the school and have a Serious Safety Hazard approval on file with their Regional Office. Eligible Special Education students are provided transportation as outlined in their IEPs. Transportation, or transportation reimbursement, may be provided by the campus to homeless students who chooses to attend, for the length of homelessness, or if the student becomes permanently housed, until the end of the academic year.

YCCS requires that campuses providing bus transportation for field trips, work experience, internships, and community service activities do so using school buses and drivers that are certified in accordance with Section 11-1414.1a of the Illinois Vehicle Code.

It is strongly discouraged for staff members to transport a student in a staff members' private vehicle(s). No staff member may transport any student without written consent from the principal and parent/guardian of the student. Written consent from the parent/guardian must be given in advance of the trip. If the principal gives consent to a staff member to transport a student in a private vehicle, the principal must maintain a copy of the staff member's driver's license and insurance documentation. If a staff member transports a student with permission from the parent/guardian and the principal, efforts should be made for an additional adult to be in the car such that the staff member is not alone with a student outside the view of others. No more passengers (including the driver) may be transported in the private vehicle than the vehicle was designed to carry. If any inappropriate behavior occurs while being transported, the staff is to immediately notify the principal.

## **9.2 Homeless Students**

Pursuant to the Illinois Education for Homeless Children Act, a school cannot deny enrollment to any student because she/he is living in a shelter, lacks a permanent address, or is homeless. Each campus must provide for the following educational needs of a homeless student that attends YCCS or has made application to enroll into YCCS:

A homeless student shall have the right to make application to or attend any YCCS campus or to attend the YCCS campus that the homeless student attended when he or she was permanently housed. A homeless student may remain a student at the selected campus as long as he or she remains homeless. A homeless student does not need to have health or school records to be enrolled into YCCS. Student services must be made available to the homeless student; campuses must ensure that homeless students are afforded every opportunity that non-homeless students have, including in-school programs as well as after school activities. Campuses are to assist in the waiving of fees or securing of materials necessary for activities, especially school supplies and uniforms. Transportation, or transportation reimbursement, must be provided by the campus to every homeless student who chooses to attend, for the length of homelessness, or if the student becomes permanently housed, until the end of the academic year.

If an individual believes that the educational rights of a homeless student have been violated, or that a homeless student has been discriminated against, that individual may file a complaint with YCCS. The campus should maintain a log of all dispute resolution.

## **9.3 School Uniforms**

School officials may regulate student dress to promote order, safety, create a positive learning environment, and discourage criminal and gang activity. Any restriction imposed is carefully tailored to the goals of preventing disruption of the educational process and keeping students and staff members safe.

The Student Code of Conduct does not list uniform violations as an inappropriate behavior. Students may not be banned from class, assigned to in-school suspension, suspended or expelled as discipline for improper attire. Extracurricular activity privileges, such as after-school sports, may be revoked or detentions may be assigned as penalties for inappropriate dress. It is best practice to give parents/guardians and students notice of any conduct that would subject them to loss of these privileges.

Students and parents are given some latitude in fulfilling the color requirements.

To accommodate the needs of children whose families are new to the school, spare uniforms are available on a temporary basis, to give families a reasonable amount of time to procure uniforms, and/or provide appropriate resources to assist families in need.

Specific items of clothing or jewelry may be prohibited, such as particular jackets or caps, specific articles of jewelry, gang-related clothing, or t-shirts with messages that are obscene, incite racial hatred or violence, or encourage illegal activity. Additionally, we do not ban items that are worn mostly by students of a specific gender identity.

All dress codes and uniform policies are gender neutral.

Student hairstyles cannot be regulated. If there is an objective belief that any part of the student's appearance including hair is a gang symbol, promotes a gang, or is lewd and offensive, it will be addressed through the codes involving Gang Involvement/Promotion and use of lewd or offensive language in the SCC. In general, braided hair does not qualify as a gang symbol. An exception would include hair that is braided or cut into the pattern of a particular gang sign.

The same rule applies to earrings. They may be prohibited only if administrators have an objective, factual basis to substantiate their belief that earrings are being worn to signify gang affiliation.

#### **9.4 Domestic Violence, Dating Violence, Court Orders of Protection, Restraint or No Contact**

This policy addresses the legal obligations imposed on school employees by the IL School Code, Domestic Violence Act, Civil No Contact Order Act, Abused and Neglected Child Reporting Act, Mental Health and Developmental Disabilities Act, as they relate to domestic and dating violence:

Court Orders- Campus must enter information about the court order into the student's emergency contact information as needed, keep a copy in the student's temporary record, and if the student transfers ensure the court order is included in the file. Campus must ask parents for information regarding any special arrangements or restrictions for early dismissal or pick up of students and inform other staff on a need-to-know basis only, to protect the confidentiality of the student. When receiving a Court Order, inform the parent/student of available counseling services including the City of Chicago Domestic Violence Help Line. No student information may be released to the person named as the perpetrator in the Order of Protection. Whenever a Court Order is violated, the principal or designee shall call 9-1-1 and complete an incident report. Determine whether to call the DCFS Child Abuse Hotline or the Domestic Violence Hotline. If a student's safety is jeopardized or the student's education is being disrupted by allowing the victim and the perpetrator to remain in the same school, the perpetrator may be subject to a safety transfer in accordance with Board Enrollment and Transfer Policy, Board Report 05-0824-P03. A perpetrator may

also be subject to a disciplinary transfer as a consequence of inappropriate behavior, as specified in the YCCS Student Discipline Policy.

### **9.5 Suicide Prevention**

All YCCS campuses must have a suicide ideation, attempt and completion protocol in the event that a student expresses thoughts about, attempts or commits suicide. All YCCS campuses must show evidence that the campus staff was trained on these protocols and that available student supports are listed in the student handbook.

### **9.6 Bullying**

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

At Youth Connection Charter School bullying communication (cyberbullying) via written or electronic media, such as text messaging, e-mail, or social networking sites is prohibited. Any student or students who engage in bullying/cyberbullying or school violence will be subject to a range of consequences, including educational and behavioral consequences. Involving law enforcement will be a last resort unless an incident involves serious harm or threat of serious harm to a person or persons. School personnel will immediately respond to issues of bullying and school violence and document such incidences. All YCCS campuses must show evidence that the campus staff was trained on these protocols and that available student supports are listed in the student handbook.