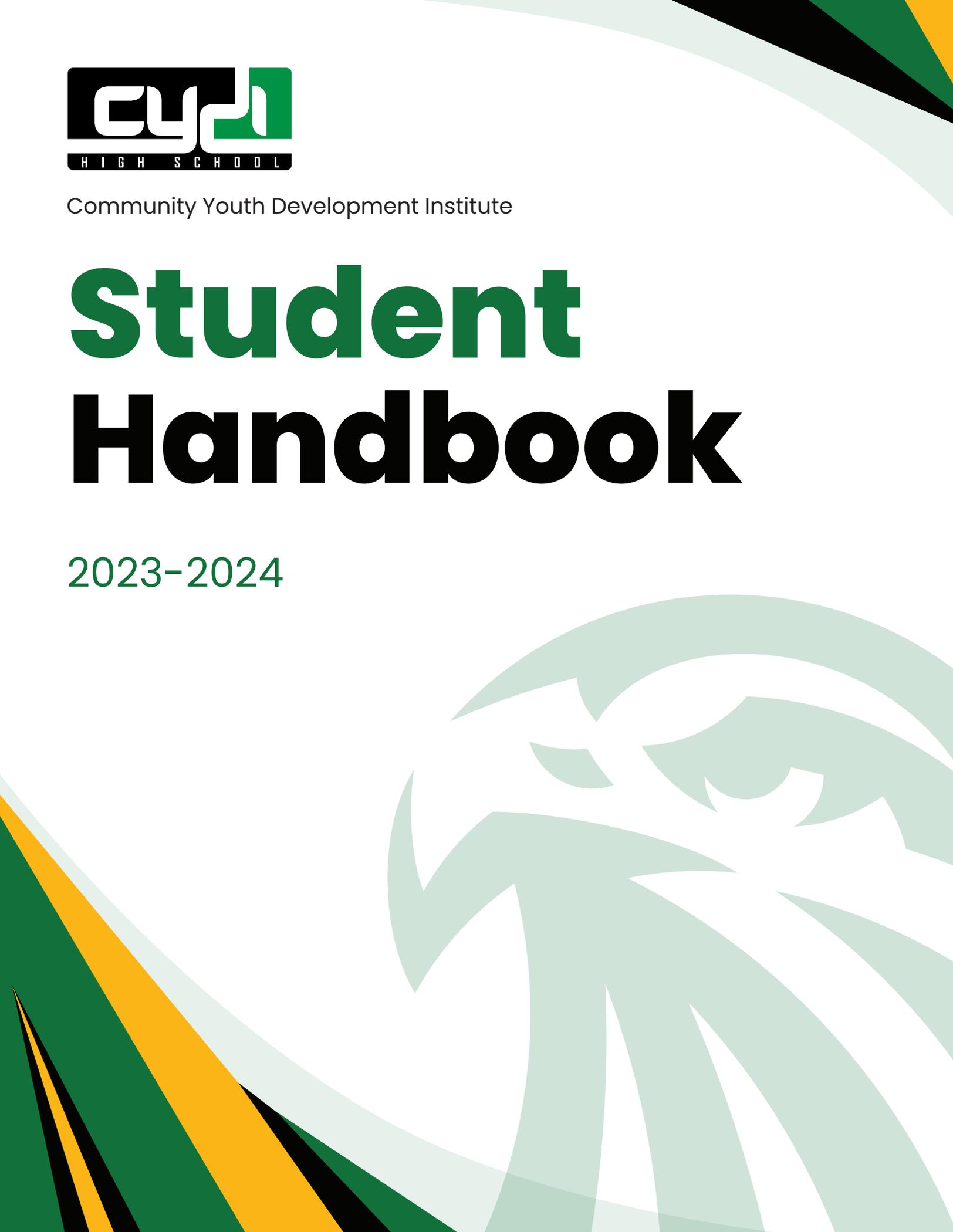




Community Youth Development Institute

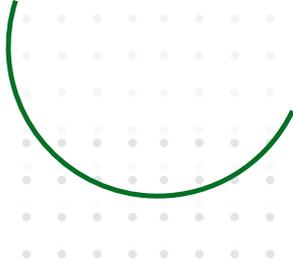
Student Handbook

2023-2024





DIRECTOR'S MESSAGE



Dear Parents and Students of Community Youth Development Institute,

Whether it's "Welcome" or "Welcome Back," enrolling your son/daughter in Community Youth Development Institute demonstrates support of your child's education and success after high school. It remains our staff's commitment to continue to strive to promote, maintain, and assist each student to meet high expectations for academic, civic, and social growth.

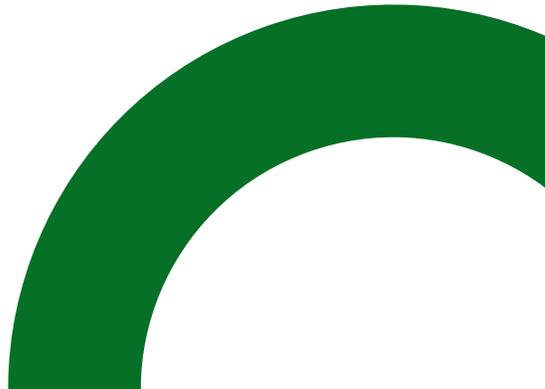
With the dedication of our school community, staff, and administration, we proudly begin our 27th year as leaders in the public charter school movement. CYDI offers an innovative and exciting educational experience for all our students. Our programs are blended learning where students get the best of everything; a combination of classroom and online learning (through which our students' have access to curriculum and coursework 24/7), innovative workplace training, internships & certifications, afterschool activities, and highly qualified instructors on campus supporting the academic goals of each student. Our competency-based education approach allows students to advance based on their ability to master a skill at their own pace. CYDI's innovative 3+1 Model offers multiple pathways to graduation and prepares students for college and career success. To that end, students can expect support, rigor, and guidance every day of school.

At CYDI, we believe that support, combined with a safe and healthy learning environment, are critical for student success, and we are extremely proud of our school and the success our students experience. However, that success cannot be sustained without the support of all members of the school community. Students, parents, staff, and community leaders must partner productively for the school community to thrive. As always, we will be reaching out to support that partnership in many ways.

As our school continues to thrive, we look forward to expanding exciting learning opportunities for all students. On behalf of the administration, faculty, staff, and board of directors, welcome (or welcome back) to CYDI. We wish you a wo

Warm regards,

Aaron Royster, Executive Director



SCHOOL MISSION

We exist to ensure that our students are prepared to be productive members of society.

OUR VISION

Community Youth Development Institute exists to educate youth while creating a safe and caring school environment where all succeed.

SCHOOL COLORS

The school colors are Green and White.

SCHOOL EMBLEM

The school emblem is the Soaring Eagle

SCHOOL SONG

Community Youth Development Institute
affectionately known as C.Y.D.I.
gave us a second chance
to advance
to pass the test
above all else

Gave us back the pride
we needed to strive
White and Green
has allowed us to dream

With teachers who care
when others wouldn't dare
where commitment rules
for a better school

When we leave this place
we'll know we're prepared
for the lessons been taught
and wisdom shared

Thankful, CYDI we're thankful
CYDI we're thankful
CYDI we're thankful

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The Community Youth Development Institute Administration retains the right to make amendments to this Student Handbook during the school year for just cause. The Administration of Community Youth Development Institute reserves the right to interpret rules, regulations and policies as individual situations and needs arise. If changes are made, parents/guardians and students will be given notification through addendum practices.

The terms and conditions of this Handbook are incorporated as part of an agreement between Community Youth Development Institute and its parents/guardians and students and are understood by signature of the Handbook Awareness statement upon enrollment to Community Youth Development Institute.

Instructional Program and Support Services

CYDI believes that student learning is facilitated when instruction accommodates diversity among students. The success of the school system relies on the collaborative efforts of all school system personnel. Instructional Support Programs provide the needed assistance to administrators, teachers, instructional assistants, mentors, counselors, and students.

Our instructional content emphasizes 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.

CYDI curriculum is the Competency Based-Model. The Competency Based Model is aligned to Common Core and Next Generation Standards. These standards are broken down into skill descriptors. The curriculum includes integrated core content courses which help streamline the specialized course of study and provide students with personalized educational plans. CYDI offers a 2-year high school program that provides students with multiple pathways toward graduation. They include:

- Competencies -Skills
- Online Learning
- Personalized Learning
- Differentiated Instruction
- Credit Recovery
- Extended Learning Opportunities
- Career Pathways
- Certifications

CYDI COMPETENCY-BASED MODEL & CREDITS

CYDI has shifted away from a traditional grading system to a competency-based system to evaluate student work.

What is Competency?

Competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s).

How are Competencies Linked to Grades?

A student's grade is based on formative and summative assessments.

Formative Assessment:

A formative assessment is an assessment for learning and can be described as a snapshot that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. Examples are:

1. Class work
2. Homework
3. Quizzes

Summative Assessment:

A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. It is an assessment of learning that is heavily weighted in our grading system. Examples are:

1. Performance Based Summative Assignments
2. Research Projects
3. Presentations
4. Labs
5. Writings
6. Tests
7. Other Performance Tasks

In projects and competency performance assessments, each student has a chance to show what they have been learning in classes. These demonstrations of competency allow students and teachers to chart progress towards graduation. These projects and performance assessments are opportunities for students to show what they know and can do. It also clearly shows what students still need to learn before graduating.

The competency-based assessment and evaluation system is founded upon common expectations for high levels of student learning. To earn credit, a student must master content in defined core competencies. Each course has a set of established core competencies that describe what students are expected to know and be able to do because of completing the course's learning requirements. The purpose of this document is to provide structure and expectations to ensure common competency-based assessment practices are used in all courses by all teachers at the school. These practices will be related directly to state learning goals, and competencies shall be used to assign credit and report on student progress.

CYDI uses a competency-based grading system to communicate student progress. Each class is built around course standards made up of concepts or skills a student must demonstrate that they have learned. Provided below are the competency-based designations used at CYDI; the grading scale associated with each of these designations is provided later in this document.

- Highly Competent
- Competent
- Developing Competence
- Emerging Competence



How does a student earn credit for a course?

To receive credit for a course, both of the following conditions must be met:

1. The final course grade must be a C or higher; and
2. The CYDI competency designation achieved in each course must be at least “competent.”

What happens if a student does not earn credit?

If a student does not receive the minimum grade and demonstrate required competency, the student will need to engage in the credit recovery process (see next section). Once the student has received a passing grade and demonstrated competency, the new grade will supersede the original grade, the student will earn the credit for the course, and the grade/credit will be added to the student transcript.

ACADEMIC STANDARDS AND STUDENT OUTCOMES

Community Youth Development Institute students will demonstrate the following skills upon graduation: Core Academic Skills: **Students will be able to appropriately demonstrate mastery of key skills in language arts, writing, arithmetic/mathematical operations, social studies, fine arts, and science. Core academics skills also include listening and speaking across the curricula.**

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 texts, 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 synthesize and apply critical thinking skills to use materials needed to solve a variety of complex problems.

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.

Arithmetic/Mathematics – Students will increase math levels through being able to perform basic computations and approaches and solve practical problems by choosing appropriately from a variety of mathematical techniques. The students 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.

Humanities – Students will be able to understand, explain, and interpret the world political system, world economic systems, important events, trends, people, and movements in history, world geography and the effects of geography on society and social system.

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 policy's role in preventing and controlling illness and aging process effects on body systems interpretation of health-related physiological data. Students will understand individualized health fitness planning.

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 environmental science.

Listening – Students will be able to receive, attend to, interpret, and respond to verbal messages and other cues.

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.

Career and Life Skills – Students will have knowledge of primary and secondary sources of career information, causes of unemployment, and budgeting, credible job search strategies, entrepreneurship, and lifestyle planning which will enable them to pursue their own path learning throughout their adult lives.

Work Study Programs – Students will be exposed to career placement options, community service learning, practicums, internships, academic counseling, mentoring, social and emotional support, and referrals, tutoring and group and individual wrap around services.

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:

1. Installment purchasing (credit scoring, managing credits and debts, loan applications)
2. Budgeting

3. Savings and Investments
4. Banking (balancing a checkbook, opening bank accounts, calculating interest rates)
5. Understanding contracts
6. State and Federal Income Taxes
7. Insurance
8. Price comparisons

INSTRUCTIONAL MATERIALS

CYDI maintains procedures for providing adequate instructional materials for all students. These procedures shall provide for the preview, evaluation, purchase, equitable distribution, training, application, inventory, accountability and disposal of textbooks and other instructional materials. All instructional materials including teachers' manuals, audio visual or other supplementary instructional materials shall be previewed by the principal or designee prior to use in the classroom.

BILINGUAL EDUCATION AND ENGLISH LANGUAGE LEARNER POLICY (ELL)

CYDI will provide tutoring (if needed) in math and reading to the English Language Learner (ELL). Students whose home language survey indicates that a language other than English is spoken in the home and need English Language Support, will have an ELL assessment and an appropriate program designed and monitored by qualified staff to assist students in meeting their AEP goals and graduation requirements. The campus also maintains a list of CYDI staff able to provide translation services.

INDIVIDUAL LEARNING PLAN (ILP)

Alternative Education Plans (AEP's) are developed in collaboration with the student and parents, so that he/she becomes aware of what he/she needs to meet his/her educational goals. ILP's are used to counsel students on their academic process and to set behavioral and social goals.

TRANSFER OF CREDITS

Credits earned at other high schools—including alternative schools, summer schools, and correspondence schools are accepted by CYDI when properly certified transcripts are received. Students may be placed in courses according to their skills and/or competencies regardless of what credits they have at previous schools.

DUAL ENROLLMENT- EXTENDED LEARNING OPPORTUNITIES

With a blend of traditional structured curricula added to a fresh view of educational learning environments and strategies, CYDI is offering a **Dual Enrollment**; a distinctive opportunity for qualified students to interact and integrate into their community by going to school in the morning and working or attending college classes in the afternoon. The **Dual Enrollment** program is in conjunction with the City Colleges of Chicago. Eligible students will be exposed

to college lifestyle and academic culture. Students in **Dual Enrollment** program are required to submit a copy of their college course schedule. College campuses and classes may be visited, and continued participation once accepted is mandatory.

Students that participate in the Dual Enrollment must comply with all school rules and grading, attendance, and behavior policies of CYDI and failure to comply may result in removal from the Dual Enrollment program.

CO-CURRICULAR ACTIVITIES

College Prep Activities

College Tours Career Pathways
College Fairs Digital Arts/media
College Prep Curriculum Construction
College Counseling STEM Science
Project Based Learning

Enrichment Opportunities

Prom
Volleyball League
Bowling League
Basketball League
Art
Student Leadership
Drum Line
Intramural Sports

Career Pathways

Digital Arts/media
Construction
STEM Science
Humanities/Social Science
Engineering
IT
Design
Health & Beauty
Food

BLENDING LEARNING—EXTENDED LEARNING OPPORTUNITY

Blended learning combines online learning with face-to-face instruction. The goal of the blended learning approach is to join the best aspects of both face to face and online instruction. Classroom time will be used to engage students in advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content at any time of day; anywhere the student has internet access to help accelerate skills acquisition. The blended learning option also allows for an increase in scheduling flexibility for students and creates multiple options towards graduation.

CREDIT RECOVERY

CYDI offers a remediation program to provide an opportunity for students to recover credit for core-required courses in an alternate setting. Students who fail a course can request for remediation courses. Students may work through our online instructional credit recovery program facilitated during or beyond the regular instructional day. Special accommodation will be given to those students who have an active IEP according to those written in the goals. Students are allowed to repeat the remediation class upon failure. There may be associated fees paid for the remediation coursework. Additional fees will not be charged if an incomplete is

given, and extra time will be allowed for completion. The sequential nature of certain courses will require a student to remediate the failed level before being allowed to enroll in the next level.

PROMOTION POLICY

Based on accumulated credits students are classified:

Sophomore Less than 50% of core and electives completed (projected graduation 3 years)

Junior 50%-75% of core and electives completed (projected graduation 2 years)

Senior 75% + of core and electives completed (projected graduation 1 year)

TESTING

The STAR test is administered a minimum of three times a year. Students are tested at the beginning of the school year (pre-test), mid-year, and at the end of the school year (post-test).

GRADE SYSTEM

Grades are given twice each semester: A mid-term grade at the 10th week and a final grade at the end of the semester.

A=90- 100% Work is exemplary; regularly exceeds standards

B= 80 – 89% Work slightly exceeds standards

C= 70 – 79% Work meets standards

NC= 69% or below Work is below average standards (No credit given)

GRADE WEIGHT

4=A

3=B

2=C

0=NC

CYDI GRADUATION REQUIREMENTS

Required Course	Description	Units Required
English	Four years of English, one year of which may be related to a career pathway	4 credits
Mathematics	Algebra, a course that includes Geometry, and one year may be related to a career pathway or computer technology	3 credits
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.	
OTHER REQUIREMENTS		
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	
Civics	Minimum of 18 weeks (1 semester) Civics	
Consumer Education	Consumer Education Minimum of 9 weeks (1 quarter) Consumer Education	
Health 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 SAT)	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	
10 th grade reading	Minimum of 10 th grade reading level as measured by the STAR	
Residency	Have a minimum of 1 semester (90 days) residency	
FAFSA	<ul style="list-style-type: none"> Complete Free Application for Federal Student Aid (FAFSA) for qualifying citizens and eligible non-citizens or. Alternative Application for IL Financial Aid for qualifying students or. ISBE Non-Participation Form for extenuating circumstances 	
Post-Secondary Planning	Description	
Completion of an Individual Learning Plan with an academic advisor	Students will work with their advisor to develop a plan of action for course completion, career and work-readiness, and post-secondary planning	
Complete the City Colleges Placement test for English and Math	All testing efforts support CYDI's college readiness academic improvement initiatives.	

All students must complete the CYDI program to be granted a diploma. The minimum number of credits to graduate from CYDI under the Youth Connection Charter School (YCCS) umbrella is 18 credits. Students must successfully complete a minimum of one full academic semester and earn three (3) or more credits from Community Youth Development Institute. A student is expected to successfully complete every course for which he/she registers, and a student must pass all his/her classes the last semester to be a candidate for graduation.

To encourage high standards of student conduct and behavior, the school administration may deny a student the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.

To participate in the commencement ceremony, a student must have fulfilled all academic requirements for graduation prior to the commencement ceremony. No exceptions are made. In addition, students must have met all outstanding delinquent obligations.

(Weighted Value of Grade Points in Determining Class Rank)

ACADEMIC RECOGNITION AT COMMENCEMENT

CYDI will honor students based upon the following standards of achievement:

Students will be honored at commencement based on the following cumulative GPA scale:

Valedictorian – highest overall CYDI GPA

Salutatorian – second highest CYDI GPA

CYDI will recognize as valedictorian(s) at the end of two semesters anyone who achieves one or more of the following criteria:

1. The senior(s) who have the highest cumulative GPA in the class.
2. The senior(s) who have taken the highest number of AP credits and who maintained all "A's" in all courses.
3. The senior(s) who have taken the highest number of AP credits and who have the highest cumulative GPA.

To be eligible, a student must have attended CYDI for the entire first and second semesters

STUDENT PROGRESS REPORTS

Student progress reports are issued four times a year: November, January, April, and June. Report Card pick-up days at which parents pick up progress reports are in November and April. January and June mark the end of the semesters, at which time credit is awarded in all classes successfully completed. Students are issued their grade reports during advisory to bring home for their parents' inspection.

INTERIM REPORT OF UNSATISFACTORY PROGRESS

Notices to students and parents of unsatisfactory progress in a course are mailed the 5th, 15th, 25th, and 35th weeks of the school year. Parents who would like a conference with the teacher because of this notification are requested to make an appointment so that a mutually agreeable time can be arranged.

HOMEWORK

Homework must be purposeful, and the purpose should be clearly communicated.

Homework should be completed independently, unless otherwise indicated by the classroom teacher: students are expected to assume responsibility for homework so that they engage in self-reflection and assess their own needs.

We believe the purpose of homework is to.....

- Reinforce competencies studied in class
- Enrich what students are doing in class
- Develop independent thinkers/problem solvers

Students must be assigned homework during In-School or off-campus suspension and must be given the opportunity to make up any in-class tests or quizzes given during the period of suspension. Parent notice must be sent notifying of the homework policy.

INTERIM REPORT OF UNSATISFACTORY PROGRESS

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."

TRANSCRIPTS

Students desiring a copy of their transcript should contact the Main Office. Please allow 3 days to process transcripts. Students may request one free transcript per school year; there is a transcript processing and printing fee of \$5.00 per additional transcript.

STUDENT ID CARDS

Each student will be issued an ID card that includes a picture. It is necessary to always carry this card when you are at school or at school activities. All students will be expected to have their ID cards to gain entry to the school each day.

IDS—PERMANENT, TEMPORARY, & REPLACEMENT

All students are required to wear their school ID's when entering the building and throughout the school day. Students who may not have their ID may purchase a temporary one for \$1.00. If a student is unable to purchase a temporary ID on the day needed, an ID will be given to the student, and the student will be assessed a fee. If a student has permanently lost his/her ID, the replacement cost is \$5.00.

CLOSED CAMPUS POLICY

It is the policy of Community Youth Development Institute to maintain a closed campus which means students are not permitted to leave the campus unauthorized. Students seeking authorization to leave campus must obtain an early dismissal from the Dean of Students or principal's designee. Students who leave unauthorized will be subject to disciplinary action.

Date	Event	Attendance
8/21/2023	First day of School	Attendance Day
9/4/2023	Labor Day	School Closed
10/9/2023	Indigenous People's Day	School Closed
10/20/2023	End of Quarter Q1	Attendance Day
11/26/2023	Report Card Pick Up	Report Card Pick Up
10/27/2023	Professional Development Day	Non-Attendance Day
11/10/2023	Veteran's Day	Non-Attendance Day
11/20/2023	Thanksgiving Break	School Closed
11/21/2023	Thanksgiving Break	School Closed
11/22/2023	Thanksgiving Break	School Closed
11/23/2023	Thanksgiving Break	School Closed
11/24/2023	Thanksgiving Break	School Closed
12/21/2023	End of Quarter Q2	Attendance Day

12/22/2023	Professional Development Day	Non-Attendance Day
12/25/2023	Winter Break	School Closed
12/26/2023	Winter Break	School Closed
12/27/2023	Winter Break	School Closed
12/28/2023	Winter Break	School Closed
12/29/2023	Winter Break	School Closed
1/1/2024	Winter Break	School Closed
1/2/2024	Winter Break	School Closed
1/3/2024	Winter Break	School Closed
1/4/2024	Winter Break	School Closed
1/5/2024	Winter Break	School Closed
1/15/2024	M. L. King Day	School Closed
2/12/2024	Lincoln's Birthday	School Closed
2/19/2024	President's Day	School Closed
3/4/2024	Pulaski Day	School Closed
3/22/2024	End of Quarter Q3	Attendance Day
3/25/2024	Spring Break	School Closed
3/26/2024	Spring Break	School Closed
3/27/2024	Spring Break	School Closed
3/28/2024	Spring Break	School Closed
3/29/2024	Spring Break	School Closed
4/1/2024	Professional Development Day	Non-Attendance Day
4/11/2024	Report Card Pick Up	Non-Attendance Day
5/27/2024	Memorial Day	School Closed
5/23/2024	No graduations before May 23	Attendance Day
6/6/2024	End of Quarter 4/Last Day	Attendance Day
6/7/2024	Professional Development Day	Non-Attendance Day

Attendance Day	Non-Attendance Day
Students and Staff in session, YCCS working	Only Staff in session, YCCS working

BELL SCHEDULES

Monday-Thursday

Friday

P1	9:00 AM	10:00 AM		P1	8:00 AM	8:56 AM
P2	10:01 AM	11:01 AM		P2	9:00 AM	9:57 AM
P3	11:02 AM	12:02 PM		P3	10:00 AM	10:57 PM
P4a	12:03 PM	12:33 PM		P4	11:00 PM	11:57 AM
P4b	12:34 PM	1:04 PM		P5	12:00 PM	12:57 PM
P5	1:05 PM	2:05 PM				
P6	2:06 PM	3:06 PM				

STUDENT ATTENDANCE and RECORDS

Attendance Philosophy

CYDI believes that there is a clear and positive correlation between students learning and consistent and prompt attendance in class. The Board of Education also supports and recognizes the compulsory attendance mandate of State law which emphasizes the intrinsic value of attendance each school day by each pupil.

Students and parents should familiarize themselves with the provisions and procedures of the attendance policy. It is expected that parents will support the intent of the policy and encourage their children to have good attendance. Any questions about the attendance policy should be directed to the administrators responsible for attendance.

STUDENT RULES & PROCEDURES

All students are expected to be aware of and comply with all rules, regulations and policies outlined in the Student Handbook. **To report attendance (773)224-2273 press 1**

MORNING ENTRY

- Students may enter the building as early as 7:15a.m.
- Classes begin promptly at 9:00a.m.
- Regular attendance and punctuality are required of every student.

ATTENDANCE/ABSENTEEISM

Requirements

Regular school attendance is imperative if students are to be successful in their studies. Students who do not attend school on a regular basis miss out on essential instruction and consequently do not achieve their academic potential. It is the responsibility of both the parent and student to be aware of the attendance policies and procedures of CYDI. **STUDENTS ARE EXPECTED TO MONITOR THEIR OWN ATTENDANCE AND BE COGNIZANT OF THE IMPACT POOR ATTENDANCE HAS ON THEIR ABILITY TO SUCCEED IN THE EDUCATIONAL ENVIRONMENT.**

According to the School Code of Illinois Chapter 122, Illinois Revised Statutes, Section 26-1, there are only 4 acceptable causes of absence.

- Illness
- Death in the immediate family
- Family Emergency
- Observation of Religious Holidays

Procedure for Absences

- Parents should call 773.224.CARE (2273) between 7:00- 7:45a.m. on the day of the absence and give the following information:
Name of the Student
Cause of Absence
Expected Date of Return
- **Upon returning from an absence, a student must present a written note from the parent/guardian to the attendance clerk. This note should include the date(s) and the reason for the absence. Students are required to present documentation for excused absences by the end of the following school week. After that date, the school assumes the absence is unexcused.**
- **Absences for illnesses that extend beyond three days are required to be explained by a doctor's note and/or a parent conference. The doctor's note must be presented to the attendance clerk when the student returns to school. Academic Consequences for Absences**

Academic Consequences for Absences

- Students who have unexcused absences in 20% of the classes in a semester, in a particular course during the period for which a unit of credit is earned, **MAY NOT PASS THE COURSE AND MAY NOT RECEIVE CREDIT.**
- Students who have excessive excused absences and who are absent more than 20% of their classes in a semester **may not receive full credit in their classes due to an insufficiency of clock hours.**

- The goal of CYDI attendance is to achieve a rate of 95% or better. Any student with excessive unexcused absences in a semester is in danger of being dropped from CYDI.

Parental contact will be attempted for ALL ABSENCES that have not been excused. The executive director and/or executive director 's designee will investigate all truancy issues and any excessive absences that have a detrimental effect on the student's progress.

Extended EXCUSED Absences

- Parents may request and pick-up homework for students for an excused absence of 3 or more days if the absence complies with the 4 acceptable causes of absences.

Extended UNEXCUSED Absences

- Attendance notices will be sent home regularly for frequent days of unexcused absences.
- A parent conference will be requested at this time for determination of the student's attendance and academic status at CYDI for continued enrollment.
- Students are responsible for getting make-up work (at the discretion of the teacher) upon return to class/school. (Refer to classroom syllabus for timeframe.)

Make Up Work

- **Students are responsible for getting make-up work from teachers upon their return. Only those students who have valid excused absences will be allowed to make up class work. Failure to make up work may result in loss of credit.**

Truancy/Excessive Unexcused Absences

When a student has accumulated excessive absences (18 days in one semester) the student may be removed from enrollment. 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. A parental conference is necessary within five (5) days after receipt of the letter to discuss the student's alternative if he/she chooses to return to regular attendance. If no response is received to the letter, the student will be dropped from school membership on the day following twentieth day of unauthorized absence. Before releasing a student from membership, a certified letter will be sent to the last known address. Letters will be sent to parents after a student is absent 5, 10 and 15 days. A copy of the letter is sent to YCCS attached to the student's withdrawal form.

Unexcused Absences/Attendance Protocol

- Each day a student is absent a telephone call may be made to the home to inform the parent/guardian of the student's absence.
- After the 3rd unexcused absence, the Principal's Designee will contact the parent via email, telephone, or parent conference.
- After the 5th unexcused absence, the Principal's Designee will send a certified letter to the parent/guardian informing him/her of the student's attendance status.
- After the 7th unexcused absence, the school counselor or Principal's Designee will visit the home or conduct a parent conference. The Dean of Students will develop an attendance improvement plan for the student.
- Upon the 8th unexcused absence, the Principal's Designee will send a certified letter to the parent/guardian informing him/her of the possible removal of the student from CYDI enrollment.
- Upon the 10th day of unexcused absence, the student may be removed from membership.

Procedure for Tardiness

- Students who are tardy to school should report directly to the Main Office for attendance accountability (sign-in) and obtain a pass from School Personnel and report directly to class. Students who are more than 15 minutes late for class may be held in the auditorium for scheduled entry to class.
- Students who show a continuous pattern of tardiness will be reported to the Dean of Students.

Procedures for Early Dismissals

- **Students must never leave the school building without permission.** Failure to follow this procedure may result in school discipline.
- Upon becoming ill, students should report to the Main Office. A parent/guardian will be notified of the child's illness, students under age 18 will require parent/guardian pickup.
- **A parent/guardian or person designated must present identification when picking up the student.** The designated person must be at least 21 years of age.
- For medical or dental appointments, students should have a note from the parent giving approval and an appointment slip or letter from the physician or dentist. The note should also contain a telephone number where the parent can be reached.

- No Student will be given an early dismissal for an appointment without a note from parent/guardian. If a relative (other than a parent/guardian) or friend arrives to pick up his/her child from school early, the child will **NOT** be dismissed unless **CYDI** has received written permission from the parent for the child to do so. All written permission will be verified by telephone.
- **No student** will be dismissed early to go to work- all work schedules must be on student schedule-see Academic Advisor for approval.

Lottery

All waiting/lottery lists, and applicant referrals are forwarded to the Charter office on the 20th day of each month on the Lottery/Referral Transmittal Form.

During the school year, CYDI maintains a “Waiting/Lottery List” of eligible applicants. This list is forwarded to the Charter office monthly and 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.** YCCS conducts one 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. The applicant remains in the lottery pool until he/she is removed due to enrollment, or the student has moved with no forwarding address and/or has no working phone number, is no longer interested in attending YCCS, or is no longer eligible for enrollment.

If by July 1st 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 1st of each year, each Campus submits a pre-enrollment roster (list of returning students) and lottery list to the Charter office. 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 between June 1 and August 1 of each year conduct the YCCS annual lottery.

School Closing

The Chicago Public Schools has established a procedure for emergency closings of schools. Once a decision has been made to close Chicago Public Schools for reasons related to weather, disaster, or some other type of emergency, CPS headquarters relays the information to the Emergency Closing Center (ECC), a news media network. The ECC then directs specific information to WMAQ (670 AM), WGN (720AM), WBBM (780 AM), WUSN (99.5 FM), WBBM (96.3 FM), and Fox Television-Channel 32. Parents and students may tune into any of these stations for updated information. If CPS has emergency school closings, CYDI will be closed. In the event of inclement weather, school delays and closings will also be posted online at www.cydihs.org.

Student Information/Family Status Changes

Please notify the Main Office immediately if you have a new address or changes in your family such as separation, divorce, guardian, or custody arrangements. All students and parents are required to keep the school informed of any change in their name, address, or phone number. This is a safety precaution should an emergency arise, and the parent needs to be reached. Updated information should be submitted to the Main Office.

Release of Student Records

Before the school can release student records to persons outside of the school system, the school must first obtain the parents' written consent. A consent form for this purpose will be provided by the school. In certain limited situations, records will be provided by the school. In certain limited situations, records may be released without the parents' consent. A complete list of the parties who can obtain records without the parents' consent can be found in the Illinois Rules and Regulations on School Records. Whenever records are released to people with the parents' consent, the parents have a right to copy the specific records.

When the student transfers to another school district, the parents have the right to inspect and correct their child's student records prior to the release of the records to the new school district.

If parents have any questions about their rights concerning their child's student records, they may contact the school office.

STUDENT UNIFORM DISCIPLINE CODE POLICY & PROCEDURES

Since our quest for excellence CYDI extends to all areas of school life, we expect our students to conduct themselves in a mature, considerate and respectful manner. **Violations of the disciplinary code are grouped into six levels.** The Dean of Students implements disciplinary procedures for all students. A complete listing of disciplinary infractions and possible consequences are explained in the YCCS Code of Student Conduct; all students will receive and sign for a copy of the Code of Student Conduct during the first week of school.

Violations are assigned a level based on the seriousness of the offense, the disruption to the learning environment and the level of threat to the safety of students and staff.

Level 1 & 2 violations are **minor acts of misconduct that interfere with the orderly operation of the classroom**, a school function, extracurricular/co-curricular program, or approved transportation. The staff involved must complete an anecdotal note of the violation making sure to inform the student of the violation. If further action is necessary, the teacher will submit a *CYDI Student Behavior Code Violation Form* to the Dean's Office.

Level 3 violations are **acts of misconduct that are more serious or disruptive than level 1&2** violations. Students may be removed from class for the day and subsequent days, in addition to parent/guardian contact. A *CYDI Student Behavior Code Violation Form* must be submitted to the Dean's Office for these offenses.

Level 4 violations are **major acts of misconduct**. A *CYDI Student Behavior Code Violation Form* must be submitted to the Dean's Office for these offenses. Level 4 violations may result in peer jury, multi-disciplinary team meeting(s), including parent contact, or possible recommendation for campus transfer and/or referral to law enforcement.

Level 5 & 6 violations are the **most serious offenses**. A *CYDI Student Behavior Code Violation Form* must be submitted to the Dean's Office for these offenses. Level 5 & 6 violations may result in an RTI with a possible recommendation for campus transfer and/or referral to law enforcement school.

DISPOSITION OF MISCONDUCTS

Disciplinary Procedure

A referral to the Dean of Students is a last resort after the teacher has exhausted all other preventive measures. The seriousness of a referral speaks for itself. The case will be dealt with rapidly, firmly, and fairly. The following procedures will be used:

1. A referral will be made to the Dean on an Incident Report Form or a Misconduct Report by the staff member.
2. Serious acts will result in the student being immediately brought to the office

3. The Dean will have a conference with the student. At this time disciplinary action will be determined according to the guidelines in the Discipline Code.
4. Students have a right to appeal disciplinary action.

Special Education Discipline Violations

CYDI aligns its policy with YCCS discipline code of discipline violation for special education students. A student with disabilities may be suspended for up to 10 consecutive or 10 cumulative school days within a calendar year without providing special education services. YCCS will be contacted if the principal anticipates a change of placement or referral to an alternative school. If the total number of suspension days exceeds 10 cumulative school days, the following apply:

- Contact YCCS to inform them of disciplinary action being considered and the date of the IEP team meeting that will be conducted 10 business days of the misconduct. Contact CPS office of Due Process and mediation to ask of any extension of suspension beyond 10 days.
- A notice to parent/guardian of the student disciplinary action is being considered and the IEP team meeting date.
- IEP team must do the following:
 1. Determine if the misconduct is related to the student's disability (review elution and diagnostic results, information from parent/guardian, observation of the student and student's IEP and placement.
 2. Review and revise, if necessary, the IEP.
 3. Determine appropriateness of an alternative educational setting when necessary.
 4. Provide written notice to parents/guardians of any consideration for disciplinary reassignment or an alternative placement and/or suspension.

IN-SCHOOL SUSPENSION

In-School Suspension (ISS) will be an all-day detention in a designated area. Students who have received frequent discipline referrals, serious referrals which do not require out-of-school suspensions, and/or an excessive number of tardy, absences and/or cuts, may be required to serve in-school suspension for the number of days issued by the administrators. There is no legal limit on the number of in-school suspension days.

1. Students assigned to In-School Suspension (ISS) are required to be in the ISS room and in an assigned seat at the beginning of the day.
2. Students are expected to arrive on time, prepared to receive academic instruction the entire day, and remain in ISS until school is dismissed. Supervised washroom breaks will be given at a designated time during the day.
3. Talking, eating, drinking, gum chewing, or any other violations of the Uniform Discipline Code will not be tolerated.
4. Students in ISS will be served lunch at a time other than their regularly assigned lunch time.
5. Students who are absent from school on their scheduled in-school suspension day must reschedule the in-school suspension upon returning to school. Students will not be able to return to regular classes without having served ISS. Reinstatements will be issued to those students who successfully complete ISS at the end of the day.

STUDENT UNIFORM POLICY & ATTIRE

The reputation of a school is based to a great extent upon the behavior and appearance of its student body. Wearing apparel should not detract from the learning environment. **All CYDI students are required to wear a CYDI shirt/top daily to school. Students will be issued 3 tops at the start of the school year.** Students will have the opportunity to earn additional CYDI uniform shirts such as school hoodies, long sleeve school spirit shirts, etc., throughout the school year.

Aside from the CYDI uniform shirts, students are expected to look presentable and to wear clothing that is clean and appropriate for school. Clothing or jewelry depicting profane, obscene, or suggestive pictures/words may not be worn in school.

Community Youth Development Institute (CYDI), attire is not only a reflection of the individual student, but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school, and the community. Students are required to wear appropriate, comfortable, and safe clothing that is neat, clean and in good taste. No article of clothing shall be worn that distracts from the educational process.

The school administration will make the final decision as to the appropriateness of a student's attire for school.

FEES AND ACTIVITIES

GRADUATION FEE

CYDI charges a graduation fee of \$140.00 per student graduate. ***All fees MUST be paid before CYDI Annual June commencement ceremony.**

Students who are part of the STLS (Students in Temporary Living Situation) Program are exempt from fees. Parents/students who are unable to complete fee payment by the deadline must sign a payment agreement plan with the Principal or Principals designee.

“Graduation fees” do not include:

- Charges made for the loss, misuse, or destruction of school property.
- Charges for the purchase of class rings, yearbooks, pictures, 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 FEE(S).** Students will not be punished for inability to pay a fee, and academic, disciplinary, or other sanctions or threats are prohibited. The school will make every effort to ensure that students unable to pay fees have the materials necessary to participate in their classes.

SCHOOL POLICIES AND PROCEDURES

LUNCHROOM (Cafeteria) EXPECTATIONS

The following common courtesies are expected of our students during lunch:

- Moving ahead of others in the lunch line is unacceptable.
- Loud talk and noise are not appropriate behavior.
- Throwing food, paper or other items is unacceptable.
- All trash/trays in your area must be disposed of properly.

It is essential that students clean up after themselves to maintain a pleasant, clean, relaxed atmosphere for all students. Students are to be in the lunchroom only during their assigned lunch period. Students are not permitted in unauthorized areas. Students are responsible for picking up litter and for returning trays and utensils when finished eating. To keep our school clean, students are not allowed to take food out of the cafeteria. Students are not allowed to loiter in the lunchroom. Failure to obey this rule may result in school discipline.

LUNCHROOM PROCEDURES

1. Students who bring their lunches may eat them in the lunchroom without any obligation to purchase anything. Complete lunches are available to all students. Students are reminded not to bring glass bottles to school.
2. Microwave ovens will be available for students' use at the student's own discretion during lunch and breakfast only.
3. No student is allowed in the kitchen area where food is prepared.
- 4. NO FOOD OR DRINK MAY BE TAKEN OUTSIDE THE LUNCHROOM.**
5. Lunch trays/plates should be carried to the proper places, paper bags, bottle caps, etc., should be placed in trash containers. Tables and floors should be kept clean and tidy.
- 6. STUDENTS MAY NOT BE ALLOWED TO RECEIVE LUNCH WITHOUT THEIR SCHOOL ID.**

FIELD TRIP POLICY

Field trips are defined as travel away from the school premises, under the supervision of a staff member, for affording students a direct learning experience not available in the classroom. CYDI recognizes that field trips when used for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the school. Students on field trips are representatives of CYDI and are expected to always behave appropriately including time beyond school hours. School rules and regulations apply to all field trips.

Field Trips fall under three (3) defined categories:

- 1. Routine Field Trips.** School-sponsored, school-chaperoned trips in the community or in the Chicago-land area which can be conducted in one day.
- 2. Extended Field Trips.** School-sponsored, school-chaperoned trips which will take students a distance greater than 150 miles from school.
- 3. Overnight Field Trips.** All school-sponsored, school chaperoned field trips which necessitate that student be away from home overnight. CYDI will sponsor overnight field trips only when these trips relate to the curriculum or extra-curricular activities. CYDI's Executive Director and Principal will approve all overnight field trips.

Funding

Parents/Guardians may be requested to pay for additional costs for field trips, including overnight lodging, transportation, food, etc.

Should students be involved in fundraising; the amount of time devoted to fundraising should be reasonable and commensurate with students' obligations for homework and after-school activities. Group fundraising activities are preferred.

Approval

1. Permission to take a day field trip will be secured from the executive director prior to making any arrangements or advertising for the trip. A copy of the field trip form will be filed in the main office.
2. Parental permission slips must be secured for all trips. Permission slips shall specify, at a minimum, date, time, location and method of transportation. A separate permission slip must be signed for each field trip. Parents/Guardians must sign permission for all students age 18yrs and under.
3. Each student will bring home a permission form for parent signature. A signed form is required for each participating student and must be received at least three (2) days in advance of the trip or five (5) days in advance for extended and overnight field trips.
4. All field trips will be adequately supervised. Additionally, parent volunteers may assist as chaperones. Volunteer chaperones must have completed criminal record checks on file with Youth Connection Charter School Campus.
5. Each student will bring home a permission form for parent signature. A signed form is required for each participating student and must be received at least three (2) days in advance of the trip or five (5) days in advance for extended and overnight field trip.

VALUABLE PERSONAL PROPERTY

Personal property including, but not limited to, lasers, radios, recorders, CD, MP3 and tape players, pagers, cellular phones, expensive jewelry and electronic games, etc., are to be turned off and not visible and not used during the school day. All such items that are visible to staff are subject to be confiscated for 5 days upon parent conference. Violation of this rule will result in disciplinary action and confiscation of the item(s). The confiscated item(s) will be returned only to a parent/guardian.

LOCKER POLICY

All lockers, which are provided by CYDI to its students, will always remain the property of CYDI. These lockers are loaned to the students for their convenience. Students may not place any item(s) in these lockers whereas the possession of the item(s) would be deemed a crime under the local laws.

Any locker will be subject to inspection if a student assigned to the locker is reasonably suspected of having illegal materials (items) in his or her locker. The principal designee with at least one other staff member present may conduct the search.

When school authorities have a reasonable suspicion that the locker contains materials (items) which pose a threat to the health, welfare, or safety of students in the school, student lockers will be searched without prior notification.

The school or its personnel are not responsible for any lost or stolen items from school lockers. Students are strongly advised not to leave money or other valuable items in lockers.

TRANSPORTING STUDENTS

CYDI is not required to provide transportation to students. CYDI may provide applications to parents for transportation reimbursement and make student reduced bus fare tickets available to their students. CYDI provides bus transportation for field trips, work experience, internships, community service activities, using school buses and drivers certified in accordance with Section 11-1414.1a of the Illinois Vehicle Code.

SCHOOL'S RIGHT TO SEARCH

Lockers, desks, or storage places provided for student use are, and always remain, property of CYDI. These areas and the contents, therefore, are subject to a random search at any time, pursuant to board policy. Locker contents are the responsibility of the student assigned. Administrators are authorized to conduct reasonable inspection of school property or of students and items brought upon school grounds, including vehicles, when there is reasonable cause to believe that a student may be in possession of evidence that a law or a school rule has been violated. **In addition, the contents of a cell phone may be searched if there is a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct.** All students may subject to search for the safety and security of the school to include, but not limited to wand, scanner or pat– down by security staff; personal items may be searched as well.

VISITORS

CYDI welcomes all students, parents/guardians to visit our school. For safety, ALL visitors including parents and guardians are required to sign-in and provide valid ID upon arrival. All visitors may subject to search for the safety and security of the school to include, but not limited to wand, scanner or pat –down by security staff; personal items may be searched as well.

SAFE SCHOOL ZONE

By order of the City of Chicago, CYDI and its surrounding territories have been deemed as a Safe School Zone. Criminal Penalties are increased severely for Gang recruitment and possession, use or sale of drugs and weapons.

LOITERING

Students have a responsibility to be good neighbors. Students should not congregate in the parking lot or any area adjacent to or abutting school grounds. Students are not allowed to loiter in the restrooms or other unsupervised areas of the school.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT

CYDI does not discriminate against students, or applicants based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. CYDI operates as a school free from prejudice, discrimination, hatred, and ignorance - an intellectually and culturally vibrant place of learning and leadership where all individuals are valued, respected, and unobstructed in their pursuit of excellence in their work and scholarship.

PARENTS RIGHT TO KNOW

As a Title I School, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or areas of concentration.
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to help inspire, motivate, and empower your student to reach higher standards, prepare for the future, and experience life-long success. That commitment includes making sure that all our teachers and paraprofessionals are highly skilled.

SEXUAL HARASSMENT/OFFENDER POLICY

Any unwanted, uninvited, or unwelcome behavior or comments directed at a person because of his/her sex could be considered sexual harassment. If a student feels he/she has been a victim of sexual harassment, the first step is to make it clear to the harasser that he/she does not like the actions or words. The incident should then be reported to the advisory teacher. If harassment occurs again, the incident should be reported to the Dean of Students. The school's designee will notify parents 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/)

MEDICATION POLICY

All prescription and non-prescription medications that need to be taken during the school day may only be taken in school with prior arrangements made with the principal or principal's designee and in accordance with Administration of Medication policy and procedure. Other medication may not be taken in school and will not be administered.

CYDI 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 16 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:

- Self-administration of medication with passive monitoring by an approved adult
- Parent or guardian may come to school to administer the medication.

The 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).

The principal/or designee must be responsible for contacting the parent/guardian for a student to self-administer medication during school hours.

If medication is given during school hours, the written doctor request for prescription medications must include containers and labels. Medications (including refills) must be brought to school in the original container appropriately labeled by the pharmacist or licensed provider. Prescriptions medications shall display the following information:

- Student's name and prescription number.
- Name, dosage and frequency of medication.
- Administration route or other directions.
- Date and number of refills.
- Licensed physician's name.
- Pharmacy name, address, and phone number.
- Name or initials of pharmacist; and
- Expiration date of medication.

Requests are updated yearly or as needed for a change in medication. To alter the dosage or change a medication the parent must obtain a written order from the physician.

The parent(s)/guardian(s) is responsible for providing all medications for his/her child. The parent(s)/guardian(s) shall be responsible for any refills of medication.

Students may self-administer medication under the following circumstances:

- Special Education students having an Individualized Educational Plan (IEP) requiring the use of medications while at school may self-administer medications.
- The principal and/or designated staff shall determine that the student's age, mental and physical ability is sufficient to allow self-administration of prescribed medication.
- An adult (staff member) will passively monitor students who for self-administration of medication. They will come to the office and receive their medication from the assigned personnel. Staff members 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 requests and physician's orders are kept in the student's health folder with a copy given to the principal. The school social worker shall prepare a written statement to the principal regarding the side effects of the drug and a copy thereof is placed in the student's health folder.

CYDI submits the written protocol regarding the administration of medications for the site. CYDI identifies the staff that will be responsible for administering medication and overseeing self-medicating students. This is submitted to YCCS on May 15 prior to the beginning of the upcoming school year.

Nursing records, student files, and personal files are available for monitoring review by YCCS.

BANNED ITEMS OR ACTIVITIES

No students are permitted to remain in any area of the building unless under the direct supervision of a teacher. Students are particularly vulnerable when found unsupervised in an area containing legal records or expensive equipment. Students in willful violation of this regulation are subject to disciplinary action.

Below is a partial list of items or activities that are considered inappropriate for students at CYDI. The list is not intended to be comprehensive. Any device, apparel or behavior that is disruptive to the instructional program or to the safety or health of the student body is to be kept out of the building.

1. **Magic markers, spray paint, and other items associated with graffiti**
2. **Gambling - No Dice**
3. **No Smoking on school property**
4. **Alcohol, drugs, or drug paraphernalia**
5. **Weapons or items that could be deemed dangerous to the student body**
6. **Unauthorized card playing**
7. **Selling of items/products for personal profit**

Students are discouraged from bringing items of excessive value (i.e., expensive coats, hats, jewelry, large sums of money, etc.) CYDI assumes no responsibility if these items are lost or stolen.

POSSESSION AND/OR TRANSFER OF DRUGS ON SCHOOL PREMISES

1. Any person delivering or possessing an unauthorized controlled substance may be fined \$500 or \$500,000 and/or imprisoned from 30 days to 30 years.
2. Any person who delivers any substance represented to be a controlled substance (look-alike drugs) may be fined up to \$10,000 and/or imprisoned for 2-5 years.
3. Any person who distributes a controlled substance within 1,000 feet of a public school shall be punished by imprisonment or fine, or both, up to twice the prison term for a first offense. A second offense must receive at least a three-year prison term and the offender may be sentenced to a life term.
4. Any person sixteen years or older, charged with unlawful possession of drugs or a weapon (or form of a weapon) on school premises, will be prosecuted as an adult.

ALCOHOL AND OTHER DRUG USE/ABUSE POLICY

Community Youth Development Institute acknowledges the fact that the use and abuse of alcohol, and other mood-altering chemicals/drugs is wrong and harmful for students.

CYDI believes that every child should have the opportunity to live, grow and develop free of mood-altering chemicals. We believe that the most desirable goal for our students is to remain totally abstinent from such use.

Students of CYDI while on school property or at a school-sponsored activity, shall not possess, use, transmit, buy, sell, supply, or attempt to do so with a mood-altering chemical of any kind prior to or during the school day, at any school-sponsored activity or event or at any time while on school premises.

a. Definitions

- i. "Possession" includes, without limitation: holding in the student's hand, retention on the student's person or in purses, wallets, lockers, desks or any other personal possessions, or vehicles parked on school property or at school functions.
- ii. "Use of mood-altering chemical": is defined as manifesting signs of chemical misuse such as staggering, reddened eyes, odor of chemicals, nervousness, restlessness, memory loss, abusive language, falling asleep in class or any other behavior not normal for that student, or a preponderance of evidence that a student has used a mood-altering chemical.
- iii. "Mood-altering chemical": Includes, without limitation, alcohol, marijuana, inhalants, ecstasy or other club drugs, depressants, stimulants, hallucinogens, narcotics, over-the-counter medications (including any over-the-counter medications containing aspirin, acetaminophen, ibuprofen, or any other pain relievers, any cough, or cold medications, etc.), substances such as White Out, glue, toxic markers and caffeine pills. Prescription drugs are included in this, unless authorized by a medical prescription from a licensed physician and kept in the original container that states the student's name and directions for proper use, according to school policy. See the Medication section of this policy. This list is intended for example only and not as an exclusive list.
- iv. "Counterfeit" or look-alike drug is any drug that bears, or whose container or label bears, a trademark, trade name or other identifying mark used without authorization of the owner of rights to such trademark, trade name or identifying mark.
 - (1) Any unmarked or unlabeled substance that is represented to be a controlled substance mood-altering chemical, manufactured, processed, packed, or distributed by a person that manufactured, processed, packed or distributed it.
 - (2) Any substance that is represented to be a controlled substance mood-altering chemical but is not a controlled substance mood-altering chemical or is a different controlled substance mood-altering chemical.

ASBESTOS STATEMENT OF POLICY

State and federal legislation require that CYDI 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. CYDI will submit to YCCS certification that the site is certified to be Asbestos free, or submit a plan, with timeline, to move toward full compliance with Asbestos Abatement legislation.

COMPUTER USAGE POLICY

CYDI has recently adopted a Bring Your Own Device (BYOD) policy for students. This policy will allow students to bring many of their own technology devices to school for use in our classrooms. We have incorporated the use of such items as laptops, tablets, netbooks, and cell phones with browsing capabilities for educational purposes only. Like other personally owned items, the school is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school.

Please note: Students are never required to bring in outside technology to school. All students will continue to be able to utilize our school equipment. No student will be excluded from the instructional process.

Expectations:

- Students will only use appropriate technology at teachers' discretion.
- Students will only use appropriate educational applications on their device (i.e., not games and/or non-school related tasks and functions).
- Educational purposes include classroom activities, career development, and communication with experts, homework, and limited high-quality self-discovery activities.
- Students are not to call, text message, email, or electronically communicate with others from their personal device, including other students, parents, guardians, friends, and family during the instructional day. • Students are permitted to access only the school's network through personal devices, not private networks. More information will be provided to students about accessing the available network.
- Students are expected to act responsibly and thoughtfully when using technology resources. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images typed, posted, or spoken by students; information that could cause damage to an individual or the school community or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices. If a student is told to stop sending communications, that student must cease the activity immediately.

CYDI shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to school. The school reserves the right to monitor, inspect, copy, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. Students may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber bullying and will not be tolerated. Any cyber bullying that is determined to disrupt the safety and/or well-being of the school is subject to disciplinary action.

Students are encouraged to use the school's computers/network and the Internet connection **for teacher-assigned, educational work**. All references to school in this policy will mean CYDI. The term computer or computer equipment includes system units, displays, mice, keyboards, speakers, microphones, scanners, video projectors, video cameras, printers, hubs, switches, routers, patch panels, wiring, connectors, programs and any other piece of equipment or software which is part of the school's computer system. Students using a school's computers are expected to abide by the following rules:

1. Playing computer games or video games is unacceptable at any time.
2. Students may only access the network and/or Internet by using their assigned network account. Use of another person's account/password is prohibited. Students may not allow other users to utilize their passwords.
3. The Computer Usage Policy must be read and approved, in writing, by each student and, in the case of students under the age of eighteen, the student's parent, guardian or custodian. CYDI reserves the right to filter any Internet sites.
4. Students may not download programs from the Internet or any portable device. Students may not install or delete programs on the school's computers.
5. Students may not use the Internet to engage in "hacking" or other unlawful activities.
6. Students should only use computer programs approved by the classroom teacher.
7. Material may be reviewed for grading and appropriate content. It may be reviewed for any harassing or threatening material, trade secret protection and/or any vulgar or obscene content.
8. Students are not to send messages over the network nor participate in online "chat rooms." Students may not use any e-mail or instant messaging programs on the school's computer. A student may only use Internet e-mail when a teacher instructs him/her to do so.

9. Students are not allowed to enter the network's operating system. Playing computer games or video games is unacceptable at any time.
10. Students are not authorized to use school computers to copy programs or disks. A teacher may authorize the copying of student-created work to CDs or floppydisks.
11. All copyright laws are to be enforced.
12. Students are not to unplug or change any computer device or network connections.
13. Students are not to change any display screen settings.
14. Students are not to change any program's toolbars or settings.
15. Students are not to add or delete any program icons on the desktop or Start Menu.
16. Malicious use of the school's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. **Cyber Bullying is punishable as a Class III violation of the Student Code of Conduct.** Students may not use the school's computers/network in such a way that would disrupt their use by others.
17. Students are not to remove, modify, damage or destroy any computer or networking equipment.
18. Students are not to modify or remove any identifying labels on compute equipment.
19. Students are not to modify or remove any printer settings.
20. Students are to advise school staff when they observe any violation of the school's policy regarding the use of the school's computers.

ELECTRONIC DEVICES POLICY

An electronic device includes personally owned laptops, net book or tablet computers, cell phones, smart phones, e-readers, or any other personal computing or communication device.

The school and school personnel are not liable for any devices that are lost, stolen, or damaged on school property. Students that choose to bring their devices to school are responsible for keeping and maintaining them.

Under no circumstances are staff/students allowed to use technology to record, transmit, or post photographic images or videos of a person or persons on campus or during activities unless authorized by staff or administration.

Technology may be used to access educational materials intended to benefit the learning environment upon approval from staff. This is a privilege and not a right. Devices may be used to access Internet sites which are relevant to the classroom curriculum. Devices may not be used to cheat on tests or assignments, make personal phone calls, or send text/instant messages. Abuse of privileges will result in privilege being revoked. Students, parents and guardians must adhere to the Student Code of Conduct, as well as all school policies, particularly the Internet Policy.

Devices must be in silent mode on school grounds. Students are not allowed to charge personal devices on school property. The school reserves the right to restrict the use of any electronic devices on school property, including school buses and school sponsored events.

The use of devices must not create distractions or disruptions in the school and/or school environment. Students that use devices in unauthorized areas and/or during unauthorized times will be subject to disciplinary action.

The use of electronic devices is strictly prohibited in the following locations:

- Classrooms, unless authorized by the lead teacher for instructional purposes
- Hallways
- Restrooms
- Campus Grounds, without approval
- Lunch Area

Under no circumstances are electronic devices allowed during standardized exams such as STAR, ACT, and SAT.

CYBER BULLYING POLICY

Cyber Bullying Definition–If a student engagement in communication via the internet or other form of electronic communication including cell phone while on school property, on school transportation or at school sponsored events, which would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.

The School Administrator may:

- Notify the Parent/Guardian of students involved
- Restrict school internet/computer usage
- Consider disciplinary action as outlined in the student behavior policy
- Initiate law enforcement investigation

Bullying/Harassment: states that a person is guilty of harassment when, with the intent to intimidate, harass, annoy or alarm another person, he or she, being enrolled as a student in a local school district and while on school premises, on school-sponsored transportation, or at a school sponsored event, a student does one of the following:

1. Damages or commits a theft of the property of another student
2. Substantially disturbs the operation of the school or
3. Creates a hostile environment by means of any gestures, written communications, oral statements or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation or embarrassment.

Cyber Bullying: Includes communication via the Internet or other forms of electronic communication in its definition of harassing communication. A student is guilty of harassing communications when he or she communicates while enrolled as a student in a local school district, with or about another student, another or otherwise, in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation or embarrassment and which serves no purpose of legitimate communication.

The aims of this policy are to ensure that:

- Pupils, staff, and parents are educated to understand what cyber bullying is and what its consequences can be.
- Knowledge, policies, and procedures are in place to prevent incidents of cyber bullying in school or within the school community.
- To have effective measures to deal effectively with cases of cyber bullying.

SUICIDE PREVENTION POLICY

CYDI recognizes that suicide has become one of the top three leading causes of death among young people. It further acknowledges the schools' role in providing an environment which is sensitive to societal changes which places youth at greater risk for suicide, and one which helps to foster positive youth development. Consequently, **CYDI recognizes its moral and ethical**

responsibility to take a proactive stance in preventing the problem of youth suicide by providing programs which are conducive to the positive development of youth, and by providing appropriate intervention and referral for those potentially suicidal youth who come to the attention of school personnel.

At the same time, however, CYDI recognizes that suicide is a complex issue which cannot be addressed by the school system alone. While the school may recognize potentially suicidal youth, it cannot provide the necessary, in-depth, clinical assessment and psychotherapy. The school system's role in dealing with youth who are at high risk for suicide is to try to identify and refer these youth to appropriate community agencies for more in-depth assessment and treatment.

Therefore, any school employee who may have knowledge of a suicide threat or who observes student behavior which appears to be related to the possibility of suicide must take the proper steps, as specified in the following administrative procedures, to report this information to the designated school personnel, the student's family, and/or appropriate community agencies.

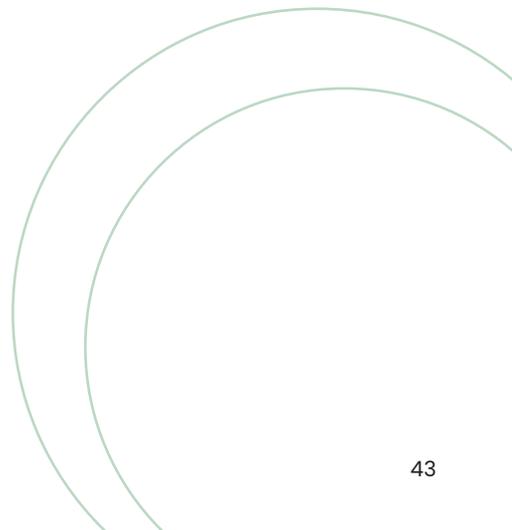
DOMESTIC VIOLENCE POLICY

CYDI recognizes that school personnel play a vital role in youth violence prevention. All students are potential victims of domestic violence and need the knowledge and support to help validate their sense of self-esteem and self-worth to make good relationship decisions and act decisively in a domestic violence situation. In addition to incorporating information related to Teen Dating Violence and the societal problem of Domestic Abuse into the CYDI Life Skills course curriculum, the school has set prevention and intervention procedures related to domestic violence situations. All direct line staff participate through an in-service with the "School-Based Violence Prevention Program" offered by the Department of Human Service network of Domestic Violence providers. When a situation arises where a potential domestic abuse situation is identified, staff are encouraged to gain the confidence of the student and guide them to the social worker where the student has the support and opportunity to confidentially contact the domestic violence hotline for advocacy and temporary shelter, or to the Chicago Police Department for filing an order of protection and safety measures. If a situation demonstrates the potential for concern, staff can also refer the student through a request for Student Support Services to the CYDI Administrative Team for assessment.

TRANSGENDER AND NON-CONFORMING STUDENT POLICY

It is the goal of **Community Youth Development Institute** to create a learning environment in its school community where students are protected from bullying, discrimination, and harassment. Therefore, it is our responsibility to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with pertinent resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity should be reported to staff immediately and will be handled in accordance with the school's Anti-Bullying policy, the Non-Discrimination, Title IX and Sexual Harassment Policy and the Student Code of Conduct.

If a student or parent/guardian needs additional support and/or accommodation, please contact the school administration. Students and parents/guardians may request a complete copy of the school's "Guidelines Regarding the Support of Transgender and Gender Nonconforming Students" at any time.



SCHOOL SAFETY DRILLS

FIRE AND DISASTER DRILLS

Fire drills are an essential part of high school life. Each student is responsible for conducting him or herself with the utmost care during a fire drill. When the alarm is sounded, the classroom teacher will lead the students out of the building. Students must follow the teacher's directions at all times. Students are to remain outside, away from the building until the "all clear" has been announced. For students in the lunchroom, they are to exit the building under the direction of the lunchroom attendant.

In the event of a disaster drill, students are to follow the directions of their teacher for the location and rules during the drill. For students in the lunchroom, the directions of the lunchroom attendant should be followed. Students are to remain at their disaster location until the "all clear" has been announced.

During the school year CYDI will conduct:

- 4 Fire drills,
- 1 Tornado drill
- 1 Law enforcement lock down drill
- 1 Bus evacuation drill
- 1 Allergy drill

All students are expected to follow strict directions from the CYDI Administration, classroom teachers, drill coordinators, and safety personnel, including the Chicago Police Department and the Chicago Fire Department. These drills are mandatory and must be adhered to, failure to do so may lead to disciplinary action.

FIRE AND DISASTER DRILLS

Student Rights and Responsibilities

Students should...

- do their best to achieve excellence in personal conduct and academics.
- make every effort to complete the course of study.
- contribute to and assist in providing a good learning climate.
- attend school and class every day, be on time, and come prepared to learn.
- bring the necessary supplies to class each day.

**Supplies include paper, pens, pencils, and notebooks
(Other supplies may be requested by individual teacher.)**

- exhibit good sportsmanship, be honest and courteous.
- respect the individual rights of fellow students, school personnel, and others, while setting a good example for their peers
- submit required medical reports to the appropriate school personnel.
- make every effort to improve their performance upon notification of unsatisfactory progress.
- conduct elections and activities in a gracious manner that provides for due respect and dignity.
- have pride in their school.
- respect property
- understand that all rights come with responsibility.

Students have the right to...

- fundamental guarantees of free speech, press and assembly.
- information on school policies and rules
- appeal a decision pertaining to an absence.
- dress and groom themselves according to their (or their parents') personal taste as long as such dress and grooming do not present health or safety hazards or
- substantially disrupt the educational process and in compliance with Administration
- reasonable, fair, courteous, and consistent treatment that does not violate their rights.
- due process when being considered for disciplinary reassignment, in-school
- suspension, or suspension for 10 days or less.
- a formal due process hearing before a hearing officer when being considered for expulsion.
- receive all educational services, when married and/or pregnant, under the same conditions afforded other students.

- privacy in their personal possessions, subject to the right of school officials to conduct searches when there are reasonable grounds to suspect that a student has violated or is violating either the law or school rules.
- distribute independent publications in the school unless that activity would cause a substantial and material disruption of the educational process.
- participate in authorized student organizations.
- assistance in obtaining help for an alcohol or drug-related problem.

COMMUNITY YOUTH DEVELOPMENT INSTITUTE

Parent Rights and Responsibilities

Parents should...

- do attend parent council meetings.
- attend parent-teacher conferences each school year.
- work with the school in fulfilling recommendations made in carrying out disciplinary actions taken in the best interests of the student.
- visit the school regularly.
- plan the time and place for homework assignments and provide necessary supervision.
- assume the responsibility to release information for the benefit of the student (Students 18 years or older have this right.)
- assume the responsibility of informing the school of any information useful in making appropriate educational decisions (Students 18 years or older have this right.)
- assume the responsibility of talking with the student about school activities and expected behavior.
- assume responsibility for the student's prompt and regular compliance with attendance rules and procedures.
- recognize that in the school the teacher stands in the relation of parent/guardian to the student.
- instill in the student respect for the law, including the rights of others.
- be responsible for the periodic health examinations of the student required by the law.
- work with the school in the best interest of the students through the Parent Council

Parents have the right to...

- receive regular official reports of the student's academic progress.
- Inspect copy and challenge, according to the appropriate guidelines, any and all information contained in the student's records (Students 18 years or older have this right.)
- an explanation of the basis for any mark given by the teacher
- be granted access to all student records pertaining to the student.
- receive promptly a report of the student's absence, tardiness, and cutting of class.
- be given information concerning the complete program offered in the school.
- participate in local school organizations and volunteer activities.
- request and be granted a conference with the teacher and/or the principal.

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