



Academy of Scholastic Achievement

Unwrap the gift, unveil the potential.

A Youth Connection Charter School Campus

2020-2021 Parent-Student Handbook

Gladys Simpson
Chief Administrator

Nicole Simpson, Ed.D.
Principal

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Assistant Principal

4651 W. Madison Street
Chicago, IL 60644
773-921-1315

www.aaschool.org

**Our Mission**

To accept students where they are academically, socially, and emotionally by educating, supporting, celebrating, and empowering students to achieve a higher quality of life.

Our Vision

To cultivate compassionate, self-sustaining, globally-minded, critical thinkers who can complete and succeed in the world economy.

Our Theme

Social & Economic Justice-Organizing, educating, protecting, defending and empowering people of color, women, children, immigrants, the undereducated, the underserved, and people living below the poverty level to strengthen their academic, social, economic, environmental, and cultural circumstances in order to build capacity for sustainable communities.

Academy of Scholastic Achievement
4651 W. Madison
Chicago, IL. 60644

This handbook belongs to:

Student Name _____

Advisory Teacher _____

If you cannot find what you are looking for in the handbook, be sure
to check the school website: **www.asaschool.org**

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PARENT/STUDENT/TEACHER COMPACT

TEACHER AGREEMENT – I believe that each child can be successful. I will:

- Believe that each child can learn
- Show respect for each student and his/her family
- Enforce school and classroom rules fairly
- Demonstrate professional behavior and a positive attitude
- Come to class prepared to teach
- Seek ways to involve parents in the school program

Teacher Signature _____ Date _____

STUDENT AGREEMENT – I believe that I can be successful. I will:

- Attend school regularly and on time
- Show respect for myself, my school and other people
- Believe that I can and will learn
- Obey the school and its rules
- Always try to do my best in my work and my behavior
- Work cooperatively with my classmates, teachers and other school staff

Student Signature _____ Date _____

PARENT/GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- See that my child is punctual and attends school regularly
- Communicate with my child's teachers on a regular basis
- Support the school in developing positive behaviors
- Provide a home environment that encourages my child to learn
- Stay aware of what my child is learning

Parent Signature _____ Date _____

ADMINISTRATIVE TEAM AGREEMENT – I believe ASA will continue to be successful. We will:

- Provide an environment that allows for positive communication between teachers, parents, and students
- Support the teachers in providing high quality instruction
- Provide a safe and orderly environment conducive to learning
- Encourage students, their families and staff to keep this compact

Admin. Team Signature _____ Date _____

ASA Bell Schedule

Monday – Thursday

Period	Time	Period Length
1	8:45-9:15	30 minutes
2	9:20-10:05	45 minutes
3	10:10-10:55	45 minutes
4	11:00-11:45	45 minutes
*5	11:47-12:17	30 minutes
6	12:20-1:05	45 minutes
7	1:10-1:55	45 minutes
8	2:00-2:45	45 minutes

*Periods 4 and 5 are designated lunch/life skills periods

1st Advisory
5 Period Lunch

8:45-9:15
11:47-12:17

Friday

Period	Time	Period Length
0	8:00-8:45	30 minutes
1	8:45-9:15	30 minutes
2	9:20-9:50	30 minutes
3	9:55-10:25	30 minutes
4	10:30-11:00	30 minutes
5	11:05-11:35	30 minutes
6	11:40-12:10	30 minutes
*7	12:10-12:40	30 minutes

0 Period-Office time for Staff
7 Period Lunch

8:00-8:45
12:10-12:40

MY Schedule

Period	Block	Course Name	Teacher	Room
1				
2				
3				
4				
5				
6				
7				
8				
9				

Who's Who at ASA

Staff Name	Title	Phone
Administrative Staff		
Gladys Simpson	Chief Administrator	221
Nicole Simpson, Ed.D.	Principal	227
Latanya Donald	Assistant Principal	260
Marvin Simpson	Director, Operations/ Technology	262
Vanessa Ford	Grants Manager	315
Counseling and Instructional Staff		
TBD	Teacher, Science	
Minnie Brandon	Clerk I/Attendance Clerk	221
Antonio Breashears	Counselor I	230
Patrick Onyekoro	Paraprofessional	229
Annya Smith	Learning Resource Teacher	233
Donica Glass, Ph.D.	Teacher, English	233
Antonino Lupo	Teacher, Social Studies	303
Shakiru Nasiru	Teacher, Mathematics	306
Kelly Smith	Teacher, Mathematics	308
Lawerence Perkins	Dean of Students	261
Devalyn Kirkman	Guidance Counselor	259
Accounting and Support Staff		
Cassandra Covington	Registrar	263
Jonathon Fields	Maintenance	
Andre Gardner	Maintenance	
Wanitha Pope	Finance Manager	258
Valisha Rucker	Accountant	260
Corey Watson	Teacher Resource/Support	229

Staff Office Hours 7:30am-4:00pm

Pledge of Allegiance

I pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with Liberty and Justice for all.

Empowerment Pledge

I Pledge to always maintain a positive attitude.

I Pledge to make good, sound decisions.

I Pledge to be serious about my education.

I Pledge to be diligent in my efforts.

I Pledge to be disciplined in my actions.

I Pledge to be resilient after setbacks.

Principal's Welcome Message

Welcome to ASA! We are excited about having you join the ASA family for another year. We at the Academy of Scholastic Achievement, Inc. (ASA) are committed to providing you and your children with high-quality educational programming, instruction and guidance. Our hope is that we are preparing you/your child for a bright future. We are pleased you have decided to join us and we look forward to working with you.

Statement of Purpose

The Academy understands that it takes a village to ensure the success of each student and we rely heavily on the assistance of teachers, students and parents to achieve our goals. This handbook is intended to introduce you to the policies, practices and procedures that make ASA a school of choice. We have included a number of tools and tips to help you and your student become a partner with us in your child's education. We've also outlined the responsibilities of school administrators, teachers, parents and students in helping us create a harmonious partnership. Each of these groups plays a critical role in the academic, social and intellectual development of each child. As you read through the handbook, you will see the following four icons next to the sections that are pertinent to that respective stakeholder. We ask that you carefully read through all sections of the handbook, and pay close attention to those sections that are pertinent to you as a parent or student. If you require further information or have questions about any of the policies and procedures outlined in this

handbook, please feel free to contact Nicole Simpson, Principal at 773-921-1315, or via e-mail at nsimpson@asaschool.org.

Our Mission

To accept students where they are academically, socially, and emotionally by educating, supporting, celebrating, and empowering students to achieve a higher quality of life.

Our Vision

To cultivate compassionate, self-sustaining, globally-minded, critical thinkers who can compete and succeed in the world economy.

Our Theme

Social & Economic Justice-holistic development of students around four key principles: Self-Awareness; Self-Empowerment; Navigation & Self-Sufficiency.

School Description

The Academy of Scholastic Achievement (ASA) was founded in 1978. A Youth Connection Charter School Campus (YCCS), ASA is a non-profit, public high school committed to providing a quality education to high school dropouts and students who are disconnected from traditional public schools. The Academy is recognized by the Illinois State Board of Education (ISBE), and is a member of the Alternative Schools Network (ASN). We serve students between the ages of 16 and 21, and we provide them with a holistic educational program rooted in academic rigor and personal and social development.

ASA believes that a student's awareness of self facilitates his/her ability to develop comprehensively. Through self-awareness and development, the student is able to utilize critical thinking skills in determining personal as well as educational or vocational goals.

The ultimate objective of ASA is to help fulfill within its students, six developmental values and needs which are necessary for social development:

1. Maturity in self-acceptance and realistic self-evaluation;

2. The ability to identify with and participate in an accepted social relationship;
3. The development of independence in making choices and assuming responsibility;
4. Maturity in understanding the role of perseverance in relation to education and other self-determined goals;
5. The ability to develop relationships of trust in a non-threatening environment;
6. The development of self, so that the individual will be personally recognized and respected.

ASA students are given the opportunity to excel academically, through a differentiated educational and vocational program which is designed to allow the student to work at his/her own pace, under the direction and supervision of the instructor.

The student-teacher ratio is approximately 24 to 1, providing closely supervised instruction – an essential element of ASA’s learning process.

Each staff member exemplifies the philosophy of the Academy through his/her ability to encourage creativity, critical thinking, problem-solving, and the establishment and development of marketable skills and career-oriented goals.

<i>School Mascot:</i>	<i>The Trojan</i>
<i>School Colors:</i>	<i>Royal Blue and Gold</i>
<i>School Motto:</i>	<i>Unwrap the gift, unveil the potential</i>
<i>School Theme:</i>	<i>Social & Economic Justice</i>

Commensurate with ASA’s new theme, “Social and Economic Justice” there are four YCCS cross-cutting competencies that all students must be able to demonstrate at a minimum of competent.

Critical Thinking – students will demonstrate the ability to apply critical thinking skills that evaluate or create an agreement, problem or system to relate learning to other subjects, their own personal growth.

Effective Communication – Student will use a variety of methods to communicate effectively, including reading, writing, listening,

speaking, and discussing using visual aids or video/audio representation that are appropriate to the purpose and audience.

Creative Exploration – students will demonstrate the ability to draw on personal knowledge, interest and passion to discover their potential, develop their inner voice, and explore their place in the world.

Active Contributor – students will demonstrate the ability to holistically define their lives in broader social, global, and environmental contexts and act autonomously and collaboratively through projects, internships, and/or personal actions.

Statement of Discrimination

At ASA no person shall be discriminated against on the basis of their race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law. ASA is an equal opportunity employer.

School Hours

Facility Hours	7:00am – 4:30 pm	Monday – Friday
Teachers’ Hours	8:00 am – 3:30 pm	Monday – Friday
Day Classes	8:00 am – 2:42 pm	Monday – Thursday Friday (8:00-12:04)

Attendance

Daily attendance at school is critical to a student’s academic success. Studies show a direct correlation between regular attendance and good grades. Attendance and classroom participation are key to a student’s ability to fully grasp the content and master the lessons. Failure to attend class and obsessive tardiness is unacceptable.

Arrival Time

Students may enter the school building at 7:30 am. Upon arrival, students are to wear their student ID badges and present their book bags/backpacks for inspection. All cellular and electrical devices are to be turned off and secured in student backpacks or lockers. The following items are not permitted in the building and will be confiscated and disposed of: food of any kind; beverage(s);

lighter(s); mace; sharp objects; metal objects and anything else deemed unacceptable by staff and security.

Students are to remain in the multipurpose/lunchroom until 7:50am. Only students with previously arranged appointments with teachers, counselors or administrators will be admitted to the second floor of the school prior to 7:50am. Beginning at 7:50 am students are permitted to go to their lockers, hang up their coats and retrieve their school supplies before heading to class. First period begins promptly at 8:00 am. All students are to be in their classrooms by this time.

Absences

When a student is going to be absent from school, the parent/guardian must:

Call the school at 773-921-1315 **between 7:30 am and 7:45am**, stating the reason for the student's absence.

- School administrators will review the reason stated and determine if the absence is excused (i.e. authorized) or unexcused (i.e. truant).
2. Send a written note to the school upon the student's return from the absence, acknowledging each date of absence. The note is required even if the parent/guardian calls the school to inform administrators of the student's absence.

Excused Absences:

- Student illness
- Death in the immediate family
- Observance of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent or legal guardian for the safety of a child
- Other situations beyond the control of the student as determined by the principal or principal's designee

If a student has an excused absence, the student must report to student services dept. to get an excused absence slip to give to his/her teacher upon return to the school to determine make-up work and due dates.

Unexcused Absences:

- External suspensions
- Late or lack of call for absence
- Late to school and reason is not authorized
- Any absence determined by school administrators to be without valid cause

If a student is absent, ASA will:

- a. Call the student's home to inform the parent/guardian of the student's absence

If a student receives **three (3)** unexcused absences in a semester, ASA will:

- a. Call the student's home to inform parent/guardian of the student's absences

If a student receives **five (5)** unexcused absences in a semester, ASA will:

- a. Call the student's home to inform parent/guardian of the student's absences
- b. Send a 5-day Letter notifying parent/guardian of the absences
- c. Develop the Attendance Improvement Plan

If a student receives **ten (10)** unexcused absences in a semester, ASA will:

- a. Conduct a roundtable discussion with the student and school principal or her designate
- b. Modify the student's Attendance Improvement Plan.
- c. Send a 10-day Letter notifying parent/guardian of the absences.

If a student receives **fifteen (15)** unexcused absences in a year, ASA will:

- a. Send a 15-day certified letter notifying parent/guardian of the absences.
- b. Request/Conduct a Parent(Guardian) Conference to determine if student will continue enrollment.

Note: Students should first consult with their teachers, and if necessary, the Student Services Dept., for making up missed work due to excessive absences.

Tardiness

Students must be in class during scheduled time Monday through Friday. Classes begin at 8:00 am. Each student is given a 5-minute grace period before being issued a tardy pass. Students arriving to school after 8:05 am are issued tardy passes and permitted to attend class.

- If a student receives **three (3)** tardies in a week, he/she must serve a detention.

Early Dismissal

Students are not allowed to leave school before their scheduled time without consent from a parent/guardian and permission from the counseling dept.

If a student needs to leave the building before his/her scheduled time, he/she must notify the counseling dept. by the end of 1st period to obtain an early dismissal form. Permission for early dismissal is based on the discretion of the school administration in collaboration with the parent/guardian. Early dismissals may be permitted for illness, doctor's appointments or other pre-established appointments. Except in cases of emergency or sudden illness, students must present the director of student services or her designee with a note from a parent/guardian stating the reason for the early dismissal, before early dismissal can be granted.

Early dismissals are not to exceed one per month (emergencies and sudden illnesses notwithstanding) and are not to take place prior to a student's scheduled lunch period.

Class Cuts

Students leaving school without permission from the guidance counselor will be issued a class cut. Following are the consequences for cutting class:

- **1st Cut:** phone conference with parent and warning from the school disciplinarian
- **2nd Cut:** phone conference with parent and one-hour detention
- **3rd Cut:** parent conference required and one-hour detention
- **4th Cut:** parent conference required and (1) day suspension
- **5th Cut:** suspended for three (3) days and recommendation to principal for a mandated transfer

Visitors

All visitors to ASA must have an appointment to enter the building; without an appointment, visitors will not be allowed to see staff and may be denied entry to the building. As a safety precaution, all visitors must sign in at the security desk and obtain a visitor's badge before being escorted to their destination. Visitors are prohibited from wandering the halls unescorted. All visitors must be escorted to their destination. When leaving, all visitors must sign out before being escorted out of the building.

Closed Campus

ASA is a closed campus and as such all students are to remain in school until their scheduled dismissal (barring illness or other previously arranged and approved early dismissals).

ID Badges

As a standard safety precaution, ASA students must have their school ID badges on display at all times. If a student fails to wear his/her ID badge, he/she will be referred to the counselor/disciplinarian. If a student loses his/her ID badge, he/she must pay the \$20.00 replacement fee before being issued another ID badge.

Hall Passes

Any student in the hallway during class time must have a hall pass from his/her teacher. Failure to present a hall pass, could result in disciplinary action. A washroom pass is designated for the washroom only! A different pass must be used for any other designation.

Lockers

ASA will assign lockers to students within the first week of school. Lockers are school property. ASA reserves the right to search any locker if there is reason to believe that illegal or dangerous items are being stored within.

Lost and Found

The school's lost and found is located in the security office on the first floor. All lost items that are retrieved should be turned in to the security office.

Dress Code: You Are What You Wear & We're An "A" Rated School! Let's Look Classy Young People!

The Academy believes that individual differences among students is important, and that the major responsibility for acceptable dress and grooming lies with the individual student and the parents/guardians. Students may not dress in a manner disruptive to the educational process or that threatens the health, safety, welfare, or property of themselves or others. The following dress code guidelines have been put in place to assist in attaining a safe and educationally conducive environment at the Academy of Scholastic Achievement. These guidelines are not meant to restrict the wearing of religious attire. Exceptions to these guidelines may be approved for individual students due to medical conditions, with a doctor's note verified by a designated staff person. The administration reserves the right to determine if a student's appearance constitutes or may constitute a disruption to the educational environment. Some specific guidelines concerning school dress include:

- Lanyards must be worn around the student's neck and visible at all times during the school day.
- Hooded sweatshirts may be worn, but the hood may not be worn on the students head in the building.
- Distressed jeans may be worn, but large rips, tears or holes are prohibited.

- NO hats, baseball caps, bonnets, bandanas, scarves or items covering the head may be worn in the building.
- NO Sagging pants; students must fasten their pants with a belt at the waist.
- NO outerwear style coats shall be worn in the building.
- Clothing with gang symbols, gang affiliation or other gang references, inflammatory, suggestive or discriminatory language is prohibited.
- Accessories that could be used as weapons are expressly forbidden (combs, picks etc.)
- House shoes, flip flops, slippers, and sandals without heel straps are prohibited.
- Shorts and skirts must be knee length or longer
- Clothing that is considered revealing is prohibited. Such clothing includes but is not limited to bare midriffs, crop tops, sagging pants, short shorts, short skirts, see-through or mesh items, etc. Undergarments must not be visible.
- Clothing that depicts or advertise alcohol, drugs, cigarettes, or other substances/activities that would be illegal for high school students are prohibited.
- No sunglasses shall be worn in the building
- Chains that hang outside of clothing; any jewelry or accessory that presents a safety or health hazard or causes a major disruption to the educational process are prohibited.

R-E-S-P-E-C-T

We expect every staff member be treated with respect and dignity just as each student should receive the respect of the staff. It is imperative that the teacher be in charge of the class. Anything less would lead to a poor educational opportunity for all. A show of disrespect toward any staff member or insubordination on the part of a student will not be tolerated under any circumstances. Students are prohibited from the following in the school building:

Public Displays of Affection – Disgusting!

Many lasting friendships are formed during high school years and we all want and need close friendships. To help control the distractions these friendships can cause, ASA enforces a “hands-off” policy. Couples are not permitted to display affection in the high school building.

Failure to abide by the school dress code policy will result in student referral to Counselor/Disciplinarian. When students fail to comply with the dress code, they will be asked to change clothing. If necessary, parents will be asked to bring a change of clothes to school. Students who continually fail to comply with the school dress code will be disciplined in accordance with the Student Code of Conduct.

Anti-Bullying Statement

The Academy has adopted the following Chicago Public Schools anti-bullying and cyber-bullying policies:

Students are expected to act with consideration and respect for other students, staff and their property. School personnel are responsible for creating a safe, civil and respectful learning environment where students can gain the knowledge and interpersonal skills they need to succeed. Bullying creates a climate of fear and hostility, disrupts the educational process, inhibits the ability to learn, adversely affects student participation in educational programs and activities. Bullying has a negative effect on a school’s social environment and leads to antisocial behavior.

Bullying behaviors may focus on an actual or perceived characteristic such as race, disability, religion, national origin, sexual orientation or gender identity/expression (lesbian, gay, bisexual or transgender (LGBT) students), or other reasons related to a student’s distinguishing characteristic. Bullying may also occur with the intent to force gang involvement. The Chicago Public Schools prohibits any and all forms of bullying by students and will not tolerate acts of retaliation for making a report of bullying.

Cyber bullying via written or electronic media, such as text messaging, e-mail, or social networking sites is prohibited. School

staff shall identify and stop bullying behavior and refer perpetrators for appropriate discipline in accordance with the Student Code of Conduct.

Dating Violence Statement

The Academy has adopted the following Youth Connection Charter Schools (YCCS) dating violence policy:

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior such as threats, name-calling, threats of suicide, physical or sexual abuse and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with YCCS policy

Discrimination, Sexual Harassment, Retaliation Statement

The Academy has adopted the following Youth Connection Charter Schools (YCCS) discrimination, sexual harassment, retaliation policy:

A student, or a parent/guardian on the student's behalf, who believes they have been subject to discrimination, sexual harassment or retaliation based upon race, color, national origin, sex, gender identity/expression, sexual orientation, religion or disability, should notify the Principal, Assistant Principal, or Youth Connection Charter School.

Discipline: Philosophy

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

It is our hope that with an understanding of the purpose of discipline in a school, you will form an appropriate attitude toward it and not

only do your part in making your school an effective place of learning, but also develop the habit of self-restraint which will help make you a better person. If you understand the rules listed and abide by them, there is not a need for consequence. However, an infraction of the rules will result in consequences as stated.

ASA Student Code of Conduct

The ASA student discipline process and subsequent Student Code of Conduct (ASA SCC) is aligned closely with the Chicago Public Schools (CPS) Student Code of Conduct (SCC). The majority of the processes outlined below are adapted directly from the CPS Student Code of Conduct (SCC). Other processes are specific to ASA.

ASA recognizes that it has the responsibility of ensuring a safe school environment for all students, staff and faculty. Students play a vital role in fostering that environment.

Purpose and Goals

The ASA SCC is intended to be instructional and corrective, not punitive. Additionally, it seeks to:

1. Create a consistent set of expectations for student behavior for all ASA Students
2. Outline the interventions and consequences for students who engage in inappropriate behavior
3. Reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills

The policies and administrative procedures apply to actions of students during school hours, before and after school, while on school property, while traveling on vehicles funded by the ASA Board of Directors, at all school-sponsored events and when the actions affect the mission or operation of ASA. Additionally, students may be subject to discipline for serious acts of misconduct that occur either off campus or during non-school hours when the misconduct disrupts the orderly educational process at ASA.

Overview of the Student Discipline Process

Step 1: School Officials Investigate

- The school disciplinarian will talk to all students, teachers, school personnel and other witnesses to the incident.
- The investigating may necessitate a search of the student, his locker, desk or personal belongings. A search should be conducted only if necessary.

Step 2: School Affords Student Due Process

- The school disciplinarian will assess the information gathered through the investigation, determine whether the student's behavior falls within the scope of the ASA SCC, identify the student's misconduct among the list of inappropriate behaviors and determine whether the student's behavior should be addressed by the ASA SCC.
- If the ASA SCC applies, the school disciplinarian should inform the student of the allegation(s) being made and the range of sanctions the student faces. The student must be afforded an opportunity to respond to the charges and the school counselor/disciplinarian should make a reasonable effort to contact the parent to alert him/her to what is happening before any sanction is enacted. ***No disciplinary action may be taken against a student before the student has been afforded the opportunity to respond to the allegations.***
- If necessary, and only after a reasonable effort has been made to contact the student's parent/guardian, the Chicago Police Department should be notified.

Step 3: Fill Out Necessary Paperwork

- The school disciplinarian must complete an official Incident Report for all inappropriate behaviors described under the ASA SCC.
- The school disciplinarian must also send a copy of the Incident Report home to the parent/guardian.

Step 4: Discipline According to the ASA SCC

- Any disciplinary action taken against a student must conform to the interventions or consequences outlined in the ASA SCC. Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
- Students suspended for longer than 4 days must be provided with appropriate and available support services during the period of their suspension. Suspensions may not exceed 10 days for one incident for any reason. Students may not attend school-sponsored events and are not allowed on school grounds during the term of suspension. They must be allowed to return for statewide assessment testing periods unless the student is available to take the tests during a scheduled make-up period. Suspensions are excused absences. The principal must ensure the following:

Homework

- Students must be assigned homework during in-school or out-of-school suspension and must be given the opportunity to make up any in-class tests or quizzes during the period of suspension.
- No Academic Punishment for behavior Violation
Students must be given or have access to assignments despite any behavior violations.

Diverse Learners Discipline

The campus administrator may suspend Diverse Learners and students with disabilities for up to ten (10) cumulative days in one school year without providing special education services. When the campus administrator anticipates a need for a change of placement, he/she will contact YCCS regarding any anticipated change of student status. The change of status may be due to an act of misconduct or a short-term suspension. If the total number of suspension days for the year will exceed ten (10) cumulative school days, the following applies:

1. ASA will contact YCCS' designee or representative to inform them of the disciplinary action that is being

considered and the date of the IEP team meeting, which must be held within ten (10) business days of the date of the misconduct. *Note: ASA must contact the CPS Office of Due Process and Mediation to ask for any extension of suspension beyond ten (10) days.*

2. ASA will provide written notice to the parent/guardian or surrogate parent of the disciplinary action being considered and the date of an IEP team meeting.
3. The IEP Team must:
 - Determine if the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement.
 - Review and revise, if necessary, the IEP
 - Determine the appropriateness of the placement when necessary.

If the student's behavior is not a manifestation of the disability, officials will apply Due Process removal under its discipline protocol as it would with any regular education student. In the event a student is subject to disciplinary action, at minimum, he must be informed of the charges against him and have a formal opportunity to dispute the charges. The infraction and proposed penalty must be based on the preexisting written student discipline policy.

Step 5: Mandated Transfer (groups 5 and 6 only)

- If a student's misconduct falls within the Group 5 ASA SCC Category and is the student's first occurrence of Group 5 misconduct, the principal retains the discretion to refer a student for mandated transfer.
- If a student's misconduct falls within the Group 6 ASA SCC Category or if a student's misconduct is the second occurrence of misconduct that falls within the Group 5 ASA SCC Category within a nine-month period, the principal retains the discretion to refer the student for appropriate corrective action up to and including a student's mandated transfer.

Step 6: Appeals

- If a student, parent, or guardian feels that the intervention or consequence taken is unwarranted or excessive, he or she has the right to ask the principal to review the matter and to reconsider the decision.
- Any appeal of a student's mandated transfer must be made in writing and sent to the principal. The decision of the principal (or her designee) regarding the appeal shall be final.

Inappropriate Behaviors

Pages 27 and 28 provide a modified listing of the CPS SCC student acts of misconduct. Because this list does not include all types of misconduct, any student who commits an act of misconduct not listed shall be subjected to appropriate corrective action at the discretionary authority of the principal.

Police Notification

When certain misconduct by a student amounts to a criminal act or poses danger to the health, safety or welfare of other students and staff at a school, it may be necessary and appropriate to contact the Chicago Police Department (CPD) for assistance.

The inappropriate behaviors that require a school official to notify the CPD are identified throughout the ASA SCC by the placement of an asterisk (*) preceding the specific inappropriate behavior. If a student engages in such behavior, a school official must contact the CPD. When the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student.

However, there are other inappropriate behaviors by students where it is necessary for a school official to assess the nature of the misconduct and the extent to which the health, safety or welfare of other persons are placed in danger by a student's actions. In those instances, school officials must make a judgment call as to whether contacting CPD is appropriate. The inappropriate behaviors that may require a school official to notify the CPD are identified throughout the ASA SCC by placement of a double asterisk (**) preceding the specific inappropriate behavior. These are instances that may be

possible violations of criminal law, depending on the specific facts and circumstances.

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

- The age of the student engaging in misconduct
- The extent to which the student acted intentionally or recklessly
- Whether the student has received prior warnings
- Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health, safety or welfare of others

GROUP #1	GROUP #2	GROUP #3
Running and/or making excessive noise in the hall or building	Posting or distributing unauthorized or other written materials on school grounds	**Gambling
Leaving the classroom without permission	Leaving the school without permission	Fighting – two people, no injuries
Displaying any behavior that is disruptive to the orderly process of classroom instruction	Interfering with school authorities and programs through walkouts or sit-ins	Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion or disability
Loitering	Initiating, instigating or participating in any unacceptable physical actions	Persisting in serious actions of disobedience or misconduct listed in Groups 1 through 3
Failing to attend class without a valid excuse	Failing to abide by school rules and regulations not otherwise listed in the ASA SCC	**Forgery
Persistent tardiness to school or class	Exhibiting or publishing any profane, obscene, indecent, immoral, libelous or offensive written materials, language or gestures	Plagiarizing, cheating and/or copying the work of another student or other source
Use of ASA network for the purpose of accessing non-educational materials	Possession and/or tobacco products, matches, cigarette lighters, or rolling papers	Overt display of gang affiliation
	Defying or disobeying the authority of school personnel	Bullying behaviors
	Failing to provide proper identification	Unauthorized activation or use of pagers or cellular phones
	Unauthorized use of school parking lots or other areas	
	Use of the ASA network for the purposes of distribution or downloading of non-educational material	

	Possession of pagers or cellular phones	
GROUP #4	GROUP #5	GROUP #6
<p>**False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>**Extortion</p> <p>**Assault</p> <p>*Vandalism or criminal damage to property resulting in damages not exceeding \$500</p> <p>**Battery or aiding or abetting in the commission of a battery which does not result in a physical injury</p> <p>**Fighting – more than two people and/or involves injury or injuries</p> <p>**Theft or possession of stolen property not exceeding \$150 in value</p> <p>**Possession, use, or delivery of fireworks</p> <p>**Disorderly conduct</p> <p>**Trespassing on ASA property</p> <p>*Knowingly or intentionally using the ASA network or other information technology devices to spread viruses to the ASA network</p>	<p>*Aggravated assault</p> <p>*Burglary/Theft or possession of stolen property exceeding \$150 in value</p> <p>**Use of intimidation, credible threats of violence, coercion, persistent severe bullying</p> <p>**Gross disobedience to the authority of school personnel</p> <p>*Gang activity, including overt displays of gang affiliation</p> <p>*Inappropriate sexual conduct; Persistent or severe acts of sexual harassment</p> <p>*Engaging in any other illegal behavior which interferes with the school's educational process</p> <p>*False activation of a fire alarm which causes a school facility to be evacuated</p> <p>*Battery or aiding or abetting in the commission of a battery, which results in a physical injury</p> <p>**Initiating or participating in any inappropriate, minor physical contact with school</p> <p>*Hacking into the ASA Network or use of any information technology to stalk, harass, or intimidate others, to access student records and/or to otherwise cause a security hazard</p>	<p>*Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm</p> <p>*Intentionally causing or attempting to cause all or a portion of the ASA Network to become inoperable</p> <p>*Arson</p> <p>*Bomb threat</p> <p>*Robbery</p> <p>*Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication</p> <p>*Sex violations or aiding and abetting in the commission of a sex violation</p> <p>*Aggravated battery, or aiding and abetting in the commission of an aggravated battery</p> <p>*Murder</p> <p>*Attempted murder</p> <p>*Kidnapping</p>

Possession of any dangerous object	*Vandalism or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel	
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Interventions and Consequences

The school administration will review each act of student misconduct on a case-by-case basis taking into consideration a variety of factors including but not limited to the nature and severity of the infraction, the age of the student, the number of previous offenses, and the student's academic performance. Students will be provided the opportunity to explain his/her actions. As appropriate, the school will make every attempt to provide balanced and restorative justice strategies such as truancy/violence prevention workshops, conflict resolution training and substance abuse counseling. The school will work to avoid consequences that remove the student from class or school, if possible. Out of school suspensions will be used as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior. Students whose acts of misconduct most seriously disrupt the educational process may be subject to sanctions up to and including mandated transfer.

Consequences for Violations to Groups 1-4 Inappropriate Behaviors:

- Conference between school disciplinarian and student
- Conference between school disciplinarian, student and parent/guardian
- Conference between school counselor/disciplinarian, student, parent/guardian and administrator
- Detention (before-, after-school)
- In-school suspension up to ten (10) days (length depends on nature of violation)
- Out-of-school suspension up to ten (10) days (length depends on nature of violation)
- Suspension of ASA Network privileges for up to one semester
- Suspension of ASA Network privileges for up to one year
- Applicable school fine

- Balanced and restorative justice strategies may be used where appropriate, provided they are voluntary

Consequences for Violations to Group 5 Inappropriate Behaviors:

For first-time violations of Group 5 Inappropriate Behaviors, a student shall be suspended for five to ten days and may be referred for mandated transfer. For second-time violations, a student shall be suspended for ten days and shall be subject to mandated transfer. For offenses involving the improper use of the ASA Network or information technology devices, network privileges may be revoked for up to two years.

Consequences for Violations to Group 6 Inappropriate Behaviors:

Suspension for ten days and mandated transfer for a period of not less than one calendar year or as modified on a case-by-case review by the principal or designee. For offenses involving the improper use of the ASA Network or information technology devices, network privileges may be revoked indefinitely.

SEVERE OFFENSES AND SANCTIONS

Abuse & Physical Aggression

- Any student who verbally abuses staff will receive an out of school suspension for three (3) days. A second occurrence will result in recommended mandated transfer.
- Any student who physically abuses staff will be recommended for mandated transfer and reported to the proper authorities.
- Any student provoking a fight and/or fighting will be referred to the Dean of Students for appropriate disciplinary action up to and including suspension and recommended mandated transfer.

Damage to School Property

Any student who defaces school property will be required to pay the cost of the property damage and serve 2 hours community service within the school beginning the day of the offense. Parents will be notified and the damages will be noted in the social records. Repeat occurrences may result in recommended mandated transfer and referral to the proper authorities.

Stealing

Any student stealing within the confines of the school will be immediately reported to the proper authorities and referred for a mandated transfer.

Weapons

Any student possessing and/or concealing a weapon (i.e. knife, gun, maze, cigarette lighters, laser light, etc.) will be immediately reported to the proper authorities and referred for a mandated transfer.

Drugs/Alcohol/Smoking

- Any student possessing drugs or alcohol within the confines of the school will be recommended for mandated transfer and reported to the proper authorities.
- Any student selling drugs will be recommended for mandated transfer and reported to the proper authorities.
- Any student whose behavior has been influenced by drugs and/or alcohol will be referred to the Dean of Students. A repeated occurrence will result in a recommendation for mandated transfer.
- Students using alcoholic beverages, marijuana, or drugs of any kind will be referred to the counseling dept. A second occurrence will result in recommended mandated transfer.
- Smoking is not permitted on school property including the front of the school and the parking lot. Students found smoking in and around school property will receive a 1 hour detention.

Electronic Devices

Students may use cellphones during their designated lunch period only. All other times, cell phones must not be visible and should remain on vibrate. Earphones and all other electronic devices are prohibited. Failure to comply will result in a referral to the Dean of Students for the appropriate disciplinary action.

Gambling

Students found gambling or using gambling devices in and around school property will be suspended for one day. Subsequent gambling offenses may result in two- (2)-day out-of-school suspensions and a student/parent/counselor conference.

Food and Drink

Students are not allowed to bring food, beverages, snacks etc. into the building. The cafeteria is the only designated area within the school building where students may eat. Eating, snacking, gum chewing and drinking beverages of any kind (except water and not in the computer lab) is prohibited in the building outside of the cafeteria.

Fees

All students must pay outstanding fees before the end of each semester. Diplomas will not be issued to graduates with outstanding fees.

Following is a listing of student fees:

Lost Textbook	Cost of lost textbook
Graduation	\$175
Activity	\$75 Per Semester
Prom	TBD
Senior Luncheon	If Applicable
ID Badge Replacement	\$20

Admissions

Acceptance into ASA is on a first-come, first-serve basis; a lottery system is used if all seats are filled.

Eligibility

Students interested in attending ASA must:

Be 16 years of age	Be a resident of Chicago
Commit to a 1-year residency	Have completed one year of high school

Admission Process

A parent or legal guardian must accompany the student at the time of enrollment. Students should bring the following items with them:

Social Security Card	Birth Certificate
Immunization Records	High School Transcript
Withdrawal Slip	Parental Proof of Income
IEP or 504 plan	Non-Refundable Activity Fee
Valid Picture ID	Proof of Residency

Upon enrollment, ASA will provide enrollees with the following:

- School Application
- Parent Consent Form
- Parent Contract
- Student Lunch Application
- School Policy Review
- School Calendar
- School Parent Compact

Orientation

Once enrolled, all students must attend new student orientation. During orientation, administrators and staff review the parent-student handbook, making sure to cover all rules and policies pertinent to students including but not limited to discipline, attendance, dress codes, grades, school hours, emergency procedures, and available student services.

Lottery Process

Once all seats are filled, ASA uses a lottery system to place students if additional space becomes available. As a campus of Youth Connection Charter School (YCCS), Academy of Scholastic Achievement (ASA) operates at all times in accordance with the Charter Schools Law and all other applicable federal and state laws. ASA does not discriminate students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital

status, academic performance or the need for special education services. By law, ASA conducts a lottery for the enrollment of any new student.

All waiting/lottery applications are entered on the web lottery program at www.applytoyccs.com. Lotteries are conducted on a quarterly basis following the quarterly enrollment schedule provided by the YCCS Accountability Department. (YCCS conducts the annual lottery in June for the fall enrollment.) All lotteries are witnessed by a third party or are videotaped.

Students who are exempt from the lottery are the following:

- Students returning from the previous academic school year – students who are on IMPACT in June and are returning in September for the next school year
- Siblings – siblings of students currently enrolled in YCCS
- Transfers – students transferring from one YCCS campus to another YCCS campus
- Homeless Students – students who state they are homeless are immediately enrolled and
- Students transferring from one YCCS campus to another within the school year
- Students in “HOLD” status – students who are unable to meet attendance expectations but are committed to working toward resolving problems that are creating barriers to his/her academic success may be placed on “HOLD” for one term and not less than 10 days, in order to provide another chance for the student to succeed. No more than 5% of ASA’s students are placed on “HOLD.” Students placed on “HOLD” are not placed on the lottery. “HOLD” is written on the top, right hand corner of the withdrawal form and documented for follow-up conducted by the YCCS Accountability Department.

ASA administers the lottery system as follows:

1. ASA establishes a waiting list of eligible students.
2. Once the lottery date has been scheduled, ASA forwards that information to YCCS.

3. All lotteries are witnessed by an independent third party or videotaped.
4. Within 10 days of holding the lottery, ASA provides YCCS with a written summary of the school's lottery process verifying that it has been audited by an independent third party. The document includes:
5. The date the lottery was held
 - a. The time the lottery was held
 - b. The location of the lottery
 - c. A description of the key steps in the lottery process
 - d. A statement of adherence to the ILSC, CPS and YCCS guidelines
 - e. A signature and date by a representative of the school
 - f. A signature and date of the independent third party auditor

Withdrawal

Parents interested in withdrawing their student from ASA must inform the ASA Registrar or an administrator of their desire to transfer their student to another school. In addition, parents must complete a transfer form and submit it to the ASA school registrar. Once logged, ASA will forward the transfer form to the receiving school for processing.

Instructional Program

The Academy offers students differentiated instruction and self-directed learning in small classrooms. The school strives to maintain a student-teacher ratio of 1:24, which enables teachers to meet the needs, interests and diverse learning styles of students. The small class sizes allow teachers to provide active, student-centered learning environments that support the personal, social and academic growth of each student. Active learning is key to ASA's success. Students are actively engaged in the learning process and teachers are facilitators of the learning. Teachers spend 4 to 6 hours per week tutoring and coaching students in academic areas of need. The Academy has instituted multiple learning options such as project-

based learning and competency-based learning that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Additionally, teachers and staff are continuous learners. This is evident in our peer observation, tutoring, learning, coaching, and team teaching in a collaborative effort of growth and continuous performance improvement.

Service Learning

All students must acquire a minimum of forty hours of service learning. However, 20 of the 40 hours must be classroom-based Service Learning experiences that utilize project-based learning where a community need is identified and met. Each of the classroom teachers will present a project-based lesson where students can decide which of the projects they want to extend to community service. Of the 20 hours, up to ten hours can be met in the classroom. The additional hours must be acquired in the field.

Service learning hours that do not connect with a project-based experience may be completed through after school projects that meet a community need and have a clear academic objective; or individual service activities with non-profit community organizations where students receive preparation for the work and produce a reflection/analysis of their work.

Students may locate places to volunteer their services or they may volunteer at designated locations. However, places located by students must be approved by the service learning coordinator. All juniors must have obtained a minimum of 20 service learning hours before the beginning of their senior year. Service learning hours may be obtained by, but are not limited to: tutoring, clean-up projects, or volunteering at hospitals, child care centers and nursing homes.

Textbooks

Textbooks are issued to students in October. Students must complete and sign the *Textbook Distribution and Collection Data Form* noting all books issued to them. A copy of the form is kept with the teacher and a second copy is kept on file in the Student Records Department. If a student loses a textbook, he/she must pay for the lost book before being issued another. Consistent with our fines policy, all students

must pay outstanding textbook fines before the end of each quarter. Diplomas and transcripts will not be issued to seniors with outstanding fines.

Graduation Requirements

The Academy provides a two-year academic program based on a competency/ skills-based curriculum. Students are provided a variety of pathways for completing their high school education. Students graduate via one of two tracks – the College Preparatory track or the Career-to-Work track. Regardless of which track, in order to graduate, students must meet all Illinois State Board of Education mandates and complete an equivalent of 18 credit hours.

Students who complete the requirements to graduate at the end of first semester will be directed to enroll in a post-secondary school to continue for the second semester.

Required Course	Description	Units Required
Credit-Bearing Graduation Requirements		
English	Four years of English, one year of which may be related to a career pathway	4 credits
Mathematics	Must include one year of Algebra, Geometry, and Algebra II or Algebra/Trigonometry	3 credits
Science	Must include one year of Biology, Environmental Science, and Chemistry	3 credits
Social Science	At least 1 year must be U.S. History or a combination of American Government and U.S. History	3 credits
World Language	One credit in Foreign Language	1 credit
Fine Arts	One credit in Fine Arts	1 credit
Electives	Selection of additional courses not already listed above	3 credits

Total Credits Required: 18

Students must earn a minimum of 18 credits as described above to earn a diploma.

Non-Credit-Bearing Graduation Requirements	
Writing Intensive Course	Complete 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
Consumer Education	Minimum of 9 weeks (1 quarter) of Consumer Education
Health Education	Minimum of 18 weeks (1 semester) of Health Education
Computer Science	Minimum of 18 weeks (1 semester) of Computer Science
Public Law 195	Demonstrate knowledge of the U.S. and Illinois Constitution as part of subject area curricula and/or pass the Constitution test. No student shall receive certification of graduation without passing an examination upon such subjects.
Life Skills	Minimum of 40 hours
Service Learning	40 hours of approved Service Learning activities: -20 hrs connected to classroom projects -20 hrs connected to community service
SAT	Students must take the SAT as a condition for receiving a high school diploma
10 th Grade Reading	Minimum of 10 th grade reading level as measured by the STAR
Residency	Must complete a minimum 1-semester ASA residency
Senior Portfolio	Complete the required components of the Senior Portfolio: 1 Personal Statement 1 Resume/1 Cover letter/1 Thank you letter 1 Research Paper 4 College Applications/1 Acceptance Letter 1 FAFSA Prize Student Work (Essays, resume etc.)

1. It is the student's responsibility to know and meet all graduation requirements.
2. Seniors are responsible for completing all graduation applications and credit checks and for obtaining graduation information, purchasing caps and gowns and attending all meetings concerning graduation.
3. Seniors who fail to meet graduation requirements will not be allowed to participate in the graduation ceremony. Diplomas will be granted only after all requirements have been met.
4. All fees must be paid prior to participation in the graduation ceremony.

Graduation Ceremony

Seniors are cordially reminded of the following with regard to the ASA graduation ceremony:

1. Participation is a privilege, not a right;
2. The ceremony is a serious activity, not a festive party;
3. Graduating seniors must have earned all credits and have taken the SAT before being allowed to participate;
4. Participants must dress and behave appropriately and according to the directions given to them via letter prior to the ceremony;
5. Students who misbehave during the ceremony may be escorted from the area by security. Additionally, diplomas and transcripts may be held by ASA pending disciplinary action.

Progress/Mid-Term Reports and Report Cards

Progress/Mid-Term reports are issued the 5th, 15th, 25th, and 35th weeks of school. They are designed to give students an indication of how they are performing to date and pinpoint areas of improvement. Parents/Guardians are strongly encouraged to review progress reports with their children.

Report cards are issued the 10th, 20th, 30th, and 39th weeks of school. The 20th and 39th week grades are end of the semester grades. Parents/Guardians are required to pick up report cards.

Parents can request teacher conferences at any time. Parent/Guardian/Teacher conferences may be required if the student is failing a class.

Power School Parent and Student Portal

The Power School Student and Parent portal gives parents and students access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and even personal messages from the teacher. Everyone stays connected: Students stay on top of assignments, parents are able to participate more fully in their student's progress, and teachers can use their grade book to make decisions on what information they want to share with parents and students.

Before you can sign in to the Power School Student and Parent portal, you will need ASA's Power School Student and Parent portal URL, your username, and your password. Please contact the Student Services Dept. to receive this information.

Grading Scale

ASA desires that students' grades meet standard performance and above; however, a grade of "C" is considered as passing.

ASA grades are linked to achievement of a criterion. Student performance is not compared with the performance of others but to the ability to attain instructional outcomes.

ASA Grade	Scale	Description
90%-100%	A	Work is exemplary; regularly exceeds standards
80%-89%	B	Passing, work exceeds standards
70%-79%	C	Passing; work meets standards
60-69%	NC	Not Passing; No credit earned

Diverse Learner Modified Grading Scale

ASA Grade	Scale	Description
88%-100%	A	Work is exemplary; regularly exceeds standards
75%-87%	B	Passing, work exceeds standards
60%-74%	C	Passing; work meets standards
59% and below	NC	Not Passing; No credit earned

Promotion Policy

In order to assure that students are well-prepared for junior and senior levels of high school as well as post-secondary transition, and in order to ensure that students are adequately prepared to meet the Illinois State exit requirements, ASA students are assigned to one of the following categorical population pools based upon the defined eligibility criteria:

Ungraded Underclassmen:

These are students who by definition:

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

All students remain in the ungraded population until they successfully meet the requirements/eligibility to move to the 11th grade population, subject to student's AEP/IEP.

If a student does not meet a minimum of 9.0 on the STAR to progress to the 11th grade population, an AEP with supporting documentation will be written for the student to help provide support for improved overall performance. Students with an active AEP or applicable IEP will become identified 11th grade students after and with appropriate documented intervention.

11th Grade Population/SAT Eligible:

These are students who by definition:

- Have completed 50-74% of their credit requirements toward graduation
- Have successfully passed the following core courses with a minimum of 70% or better or shown proficiency, for incoming credit to be accepted in the following courses:
 - 3 English/Literature and are currently enrolled in an English or Literature course
 - Currently enrolled in a Writing course, if writing is not a major component of their prior English/Literature course
 - 2 Math, which includes Algebra or Geometry and are currently enrolled in a math course
 - 2 Social Studies, which includes U.S. History or be currently enrolled
 - 2 Science, which includes Biology and are currently enrolled in a Science course
- Have a minimum Score Range of 9.0 on STAR in both reading and math

Accelerated Students:

These are students who by definition:

- Begin in the ungraded population and accelerate during the course of the school year to become 12th graders
- Must be added to the 11th grade population at 2nd semester and must meet 11th grade population requirements subject to their AEP/IEP

12th Grade Senior Population:

These are students who by definition:

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

Honor Roll

To make honor roll, students:

1. Must have been enrolled for one complete semester
2. Must be enrolled in a minimum of 4 classes
3. Must have a “B” average for the grading period, consisting of a minimum of two “Bs” and a minimum of two “As” with the balance of “C” grades;
4. Must not have a disciplinary offense;
5. Must have fees paid and/or clearance from the office;
6. Must have good attendance.

Superior academic performance is highly encouraged at ASA. Students who make the honor roll receive \$100.

Academic Status

To remain in good academic standing, a student must maintain a passing grade in four (4) of the course levels attempted for each quarter. A course which is repeated because of an “NC” in a previous quarter is counted only once.

Academic Warning

If a student fails more than two courses within a quarter, he/she will be placed on academic probation for the following quarter. The student will be released from probation status if he/she passes all subjects the following quarter.

Calculators

It is recommended that students in Algebra, Geometry and Advanced Algebra courses purchase a calculator that can do the basic functions. An example would be TI-30Xa. The Academy of Scholastic Achievement has a limited number of calculators for use in the classroom.

Cheating and Plagiarism

Cheating is defined as any situation in which a student:

- Copies another student’s homework with or without his/her permission;
- Copies answers from another student’s test or quiz;

- Is responsible for or participates in the transference of confidential information (e.g. test answers or test/quiz copies) from one class to another;
- Brings to a testing situation or received during a testing situation without authorization, written information that is pertinent to a test, quiz or class activity.

Plagiarism is defined as the borrowing or restating of another person's work and claiming it as your own, without giving credit to the original source. Citing it in your bibliography/works is not enough. Plagiarism can range from copying an entire paper to cutting and pasting specific sentences, paragraphs, or sections. To avoid plagiarizing another person's writing, it is important to acknowledge the source of your information through footnotes, parenthetical citations, and /or in-text citations. Ask yourself the following questions:

- Have I copied word for word, all or part of another writer's work without giving specific credit to that other writer and using quotation marks?
- Have I copied the work of another writer, making changes here and there, but retaining the main thought and structure?
- In the case of fiction, have I used a plot invented by another writer, even though I am telling the story in my own words?

All work submitted for credit in any class at ASA is expected to be original work of the student submitting it. Students who allow their work to be copied (along with the other students involved) will be penalized. Students who have cheated will remain ineligible for Student of the Month and Honor Roll at ASA. Additional penalties will include one or more of the following consequences: loss of credit for the assignment or class, parent conference, suspension, and /or removal from the class. Students are responsible for knowing and following policies at the Academy of Scholastic Achievement regarding cheating and plagiarism.

First Offense

1. Student will receive a grade of "0" for the test, quiz or assignment.

2. Parents/guardians of student will be notified by the teacher and administration.
3. A discipline report will be placed in the student's file.
4. Student loses eligibility for the Student of the Month recognition for a semester

Second Offense

1. Student will receive a grade of "0" for the test, quiz or assignment.
2. Parents/guardians of student will be notified by the teacher and administration.
3. A discipline report will be placed in the student's file.
4. A conference will be held with the student, a parent or guardian, the teacher and at least one of the administrators.
5. Students lose eligibility for Student of the Month and Honor Roll for a semester.

Third Offense

1. Student will receive a grade of "0" for the test, quiz or assignment.
2. Parents/guardians of student will be notified by the teacher and administration.
3. A discipline report will be placed in the student's file.
4. A conference will be held with the student, a parent or guardian, the teacher and at least one of the administrators.
5. Student will be removed from class and lose class credit for the semester.

These offenses do not need to occur in the same class or during the same academic semester or year to be considered consecutive offenses. The first offense could occur in the first year or semester's attendance and the second or third offense could occur in the senior year. The policy is in effect throughout a student's entire high school career and each offense will progress to the next level.

Academic Remediation

Students who are in need of academic remediation are referred by their teachers to the counseling dept. where a counselor, with input from teachers, will work with students to develop an individualized remediation plan. Students, parents and staff take part in a

conference and go over the details of the plan. Parents and students sign the plan ensuring compliance.

Student Services

ASA offers a full range of wrap-around support services to aid students balance school and life issues at home and in the community. Through our staff of certified counselors, social workers and case managers, ASA provides individual, peer, family, health advocacy and guidance counseling. An emphasis is placed on removing all social barriers to academic success in an effort to keep students in school and focused on completing high school and earning a diploma. For specific student service program offerings, please contact the school's guidance counselor.

Field Trips

All ASA field trips are mandatory. Upon registration, parents sign a consent form authorizing their child/children to attend school-coordinated field trips. Prior to a scheduled outing, the coordinating teacher will phone parents and inform them of the scheduled trip. At that time, parents must provide verbal consent in order for the student to go on the field trip. If a parent does not provide consent, the student must stay home.

Health Services

All students upon acceptance into ASA must present proof of immunity against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps and rubella. Each student must present proof of having been examined in accordance with this section and the applicable rules and regulations.

A tuberculosis skin test screening shall be included as a required part of each health examination if the child resides in an area designated by the Department of Public Health as having a high incidence of tuberculosis.

As established by the School Code of Illinois (Chapter 122, Section 27-8-1), parents must provide the school with specific health information for all new students. All physical examinations and immunization records must be on the ***Certificate of Child Health Examination Form*** provided by the school and the Illinois

Department of Public Health. Students entering ASA should have a completed ***Certificate of Child Health Examination Form*** on registration day. Any student who does not meet this requirement by October 15th may be excluded from the program for non-compliance.

Health Examinations

If deemed necessary by the school, health examinations of pupils, including dental, hearing and vision examinations may be required. In that event, licensed dentists shall perform all dental examinations and shall sign all report forms. Physicians licensed to practice medicine in all branches or licensed optometrists, shall perform all vision exams and sign all reports. Vision and hearing screening tests shall be conducted in accordance with rules and regulations of the Department of Public Health.

Physicians licensed to practice medicine in all of its branches shall be responsible for the performance of the health examinations, other than dental examinations and vision/hearing screening, and shall sign all report forms. If a registered nurse performs any part of the health examination, then a physician licensed to practice medicine in all of its branches must review and sign all required report forms. Medical forms will be maintained at ASA.

Administering Medications

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

ASA 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
- Request 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 school will reserve the right to reject requests for administration for medication

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

- Assistance from outside approved medical personnel
- Self-administration of medication with passive monitoring by an approved adult
- Parent or guardian may come to school to administer the medication

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

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

The principal or her designee shall be responsible for initially receiving requests from the parent/guardian and the licensed physician for a student to self-administer medication during school hours.

The principal or school staff designee will confer with the licensed physician and parent/guardian of the student, and if possible, recommend that the time for administration of medication be adjusted so that it will be necessary to administer the medication during school hours. When there are questions the principal or school staff designee may confer with the medical director or other medical consultants at YCCS.

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

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

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

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

Medications must be brought to school in the original, appropriately labeled container.

Medication labels shall display:

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

All medications, with the exception of asthma inhalers, must be left with student services dept. during school hours. Medications will be stored in a drawer cabinet with a lock. If medication is to be refrigerated it must be locked in a container before refrigeration.

ASA administrators will coordinate with the student's parent and physician procedures for:

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

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

Students may self-administer medication under the following circumstances:

- The licensed physician submits a letter on the Chicago Public School medication form citing the need for the medication, diagnosis and states that the student has been taught and knows how to self-administer the prescribed medication;
- The principal and designated staff shall determine that the student's age, mental and physical ability is sufficient to allow self-administration of prescribed medication;
- The parent(s)/guardian(s) must submit a letter stating that the student has permission to self-administer medication. If the student is age 16 or older, the student must also sign the letter. In addition, parent(s)/guardian(s) must keep an up-to-date emergency form, which will allow the campus to keep parents informed;
- An adult will passively monitor students who are approved by the principal or school designee for self-administration of medication. They will come to the office and receive their medication for the assigned

personnel. Staff other than the school nurse is only responsible for giving medication to the appropriate child. They are not to force the administration of medication nor are they allowed to make medical decisions or diagnoses which they are not licensed to make;

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

All requests and physician's orders are kept in the student's health folder with a copy given to the principal. The school counselor shall prepare a written statement to the chief administrator regarding the side effects of the drug and a copy thereof is placed in the student's health folder.

Managing Food Allergies

The following is a checklist provided to teachers to help them manage for food allergies:

- Be familiar with your school's emergency procedures. Know how to recognize the symptoms of an allergic reaction and what to do if a reaction occurs.
- Be sure to notify substitute teachers and aides about students' food allergies.
- Avoid using food in your lesson plans, such as math lessons and art projects.
- Don't use food as an incentive or reward.
- Minimize the use of food in class parties or celebrations.
- Develop a plan for communicating with parents about issues that might affect their child's food allergies.
- Consider food allergies when planning for field trips, and be sure to include the school nurse and parents early in the planning process.

- Check the ingredient labels on pet food, if your classroom has a pet.

EpiPen Auto-Injectors

In the event that a student experiences an allergic reaction to food, the school's designated trained personnel will administer the health care professional-prescribed EpiPen Auto-Injector immediately. EpiPen Auto-Injectors contain a single dose of epinephrine, which is injected into the outer thigh.

Only designated ASA personnel can administer the EpiPen. The following school procedures must be followed at all times when administering the EpiPen:

1. Pull off the blue safety release cap.
2. Swing and firmly push the orange tip against the outer thigh so it clicks. Hold on thigh for approximately 10 seconds to deliver the drug.
3. Call 911. Make sure the student brings the EpiPen Auto-Injector with him/her to the emergency room.
4. Complete the Emergency Action Plan as required by Youth Connection Charter Schools (YCCS).

Suicide Prevention and Intervention

ASA recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the Academy directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

ASA recognizes the need for youth suicide prevention procedures and will establish programs to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any ASA employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the students family, and appropriate resource services.

Electronic Communications/Computer Use Policy

ASA provides electronic communications systems (telephone, voice mail, e-mail, Internet) to enable students, faculty and staff to do their work in a productive, efficient and time-effective manner. All electronic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of ASA and as such, are intended for academic- or job-related purposes.

Content

Electronic communication systems may not be used to transmit messages that may be considered inappropriate under ASA policies, including those prohibiting harassment and discrimination. Employees and students are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from an authorized company representative. All pass codes are the property of ASA and may be used by ASA to access electronic communications at any time.

The following activities are prohibited by ASA employees and students:

- Excessive personal e-mail, telephone or Internet use
- Sending, receiving, downloading or storing any illegal electronic content
- Sending, receiving, downloading or storing offensive or discriminatory material
- Distributing chain letters, jokes or other documents that could be perceived as offensive or discriminatory
- Tampering with another employee's or student's e-mail or electronic files; assuming another employee's or student's account or identity without authorization
- Sending, receiving, downloading mailing list subscriptions

- Distributing or copying copyrighted materials
- Downloading or installing software without approval

Confidentiality

Employees and students should not assume privacy when using ASA's electronic communication systems. The Internet is an inherently insecure medium and e-mail messages can be intercepted at any point during delivery. Employees and students should avoid sending confidential and proprietary information via the Internet unless authorized to do so by a supervisor.

Employer Monitoring

The Academy reserves the right to monitor any electronic communications made using ASA electronic systems or property.

Family Education Rights and Privacy Act (FERPA)

ASA will adhere to the Family Education Rights and Privacy Act (FERPA) with regard to the maintenance and release of student records. According to FERPA, Parents/Guardians have the right to inspect and copy any and all school student records of that parent's child. ASA will grant parents the right to review and copy their child's records within a reasonable time and no more than 15 days after the date of the request.

Summer School

Announcements of courses offered during the summer school sessions are made toward the end of the spring semester. Summer school offerings are not guaranteed and vary from year to year. Whether courses will be taught is dependent upon funding. **Students should not rely on summer school to make up requirements for graduation.**

Emergency Phone Use

In cases of emergency, students are able to use school phones in the Student Records Department or those in offices as designated by a school administrator.

Emergency School Closings

ASA follows the same winter emergency closing schedule as the Chicago Public Schools. In severe winter storms, however, ASA may opt to close the school. If the school closes due to severe weather, the closings will be announced on the following radio and television stations:

AM Radio	WMAQ, 670	WGN, 720	WBBM, 780
FM Radio	WBBM, B-96	WLLP, 102	WFYR, 103.5
Television	WGN, Ch. 9	WFLD, Ch. 32	WLS, Ch. 7

You can also check the Emergency Closing Center online or by phone. To check online, visit **www.emergencyclosings.com** and search for Academy of Scholastic Achievement. The school's identification number is: 773-921-1315. To check by phone, dial 847-243-8186, enter the ASA identification number and follow the prompts.

Emergency Evacuations

ASA has adopted an emergency management plan to protect students and staff during emergency situations. The plan, which is updated each year, takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response and recovery. All teachers have a copy of the ASA Crisis Management Plan. Evacuation procedures and evacuation maps are posted in all classrooms and in hallways throughout the building. For specifics on school emergency procedures, please see an administrator for a copy of the ASA Crisis Management Plan.

COVID-19

School Protocol: Symptom Screening at School

To prevent the spread of COVID-19, the School will be conducting symptom screening for all School staff members, students, and visitors who are present in school buildings.

Upon arrival at the school building, the building's designated staff members shall facilitate the taking of the individual temperature using **[a non-contact, infrared thermometer OR a disposable thermometer]**. To avoid individuals who are symptomatic from entering the building, screening will be conducted **[Insert specific location that this screen will be conducted, such as an outdoor, sheltered area; entryway separated from the rest of the building; or in cars prior to parking or drop-off]**. The Principal will identify the designated entry location for employees and students and may stagger entry times to avoid people congregating in large numbers and maintain employees' and students' private medical information. Any individual waiting to be screened shall maintain 6 feet of distance from others entering the building.

The screening shall be conducted as follows. The screener will

1. Take the individual's temperature as outlined below.
2. Make a visual inspection of the individual for signs of illness, which could include flushed cheeks, rapid breathing, difficulty breathing, or fatigue.
3. Ask the individual if they have had any symptoms on the screening list in the last 24 hours.
4. Ask if the individual if, in the last 14 days, they have had close contact (within 6 feet for at least 15 minutes) with a person known to be infected with COVID-19.
5. Document the screening results **[electronically or on a paper form]**.
6. After screening the student, staff, or visitor must sanitize their hands before entering

In order to maintain the protection of the individuals undergoing and conducting screening, temperature checks will be conducted as follow:

By a screener who will be standing behind a plastic barrier that will protect the screener's face and enable the screener to reach around the barrier to conduct the check using a non-contact infrared thermometer while keeping their face behind the barrier. The screener shall wash their hands and then put on disposable gloves prior to beginning screenings. The screener shall clean the thermometer with an alcohol wipe between uses. If the screener unintentionally touches the individual being screened, the screener will wash their hands and put on clean gloves before screening the next individual.

If an individual's temperature is less than 100.4, they do not exhibit or identify any relevant symptoms, and they have not had close contact with an infected individual, then the individual will be admitted to the school.

If an individual's temperature is 100.4 or higher, they exhibit or identify relevant symptoms, or they have had close contact with an infected individual, then:

1. If an employee or visitor, they will be sent home and advised to contact their doctor.
2. If a student, they will be sent home with a parent/guardian if present or remain in the quarantine room while the student's parent/guardian is contacted to pick the student up. The parent/guardian will be advised to contact their doctor.

To facilitate this screening, parents/guardians who are present at school for drop off will be asked to remain on school grounds until the student completes the check and is admitted into the building. If the parent/guardian is unable to remain at the school or is not present at the school and the student is exhibiting symptoms, the student shall be

placed in the quarantine room until the parent/guardian can pick up the student.

Visitors

Visitors will be limited. Visitors with essential business in the building will be screened in the same manner as employees. All visitors must contact the building office upon arrival so that a screener can meet the visitor at the entrance and conduct the screening.

School Protocol: Self-Certification Symptom Screening

To prevent the spread of COVID-19, all School staff members, visitors and students must self-certify to the School and verify that they do not have a fever (meaning their temperature is under 100.4) and that they do not have any of the symptoms of COVID.

[Please note that the School must be able to cross check attendance with self-certifications, as well as retain the self-certification documentation]

Symptom Screening List

Please identify whether you have any of the following symptoms. Please focus on new or unexpected symptoms (e.g. a chronic cough would not be a positive screen).

- Fever or feeling feverish (chills, sweating)
- New cough
- Shortness of breath or difficulty breathing
- Sore throat
- Muscle aches or body aches
- Vomiting or diarrhea

- New loss of taste or smell
- Chills
- Fatigue
- New or unusual headaches
- Congestion or runny nose
- Confirm that they have not had close contact (within 6 feet for at least 15 minutes) with a person known to be infected with COVID-19 within the last 14 days.

Return to School

A symptomatic student or staff member cannot return to school until:

- At least 10 days have passed since the onset of symptoms AND they have been fever free (without medication) for 72 hours AND the respiratory symptoms have improved;

OR

- They have had two negative COVID-19 tests taken at least 24 hours apart; AND they are fever free (without medication) AND the respiratory symptoms have improved.

If a student or staff member has been in close contact (within 6 feet for more than 15 minutes) with an individual who tests positive for or is suspected of having COVID-19, the student or staff member must self-isolate at home for 14 days after exposure.

Quarantine Space

The quarantine spaces have been set up to reduce the risk of transmission:

- Plastic barriers or curtains have been placed in designated spaces to separate individuals with illness symptoms from those without illness symptoms.

- Quarantine spaces have been designed to allow for 6 feet of social distancing between individuals and to provide restroom access and access to an exterior door, where possible, to avoid the need for a sick individual to move through the building to exit.
- When interacting with individuals in quarantine spaces, the individual will wear appropriate PPE, including gloves and face coverings. The School will provide this additional PPE to all employees.
- Additionally, treating staff will utilize appropriate hand hygiene and will follow standard precautions for patient care, as outlined by the CDC.
- The School will also close off any areas used by the sick individual and will not permit use of those areas until after proper cleaning and disinfection.

School Protocol: Social Distancing

In all school buildings, social distancing must be observed whenever possible. Social distancing means there is six (6) feet of space between each individual in the school. Classrooms and other common spaces will be arranged to accommodate social distancing throughout the school building. Student seating should be arranged so that students face in the same direction. Floor markings will be utilized to maintain appropriate distance when students line up and travel through the halls.

Restrooms

Social distancing will be maintained in restrooms. Stalls will be marked to maintain distance between individuals within the space.

In addition, capacity and access may be limited in order to maintain social distance.

Lockers

Lockers will be marked to maintain distance between individuals within the space. In addition, capacity and access may be limited in order to maintain social distance.

Lunch

Students will be seated to observe social distancing during lunch periods and will be expected to maintain social distance while eating.

Physical Education

Physical education lessons and activities will be structured to facilitate social distancing. Contact sports and other activities that require students to be in proximity to one another will not be included in the physical education program. Floor markings will be utilized to help structure activities, and class sizes will be monitored to provide adequate space for students to participate.

Office Spaces

Office spaces may be reassigned in order to facilitate social distancing. Capacity and access may be limited to maintain social distancing. Students, staff members, and visitors may be redirected from office spaces temporarily in order to maintain social distancing.

Staff Common Areas

Social distancing will be observed in all staff common areas, such as lounges and dining/cafeteria space. To accommodate social distancing, capacity for spaces may be limited.

School Protocol: Face Coverings on School Premises

All students, staff, and visitors must wear the School-provided face covering, or, if preferred, a face covering of their choice that adheres to the guidance published by the Illinois Department of Public Health (IDPH), available at <https://www.dph.illinois.gov/covid19/community-guidance/mask-use>. Face coverings must be worn at all times in school buildings and on school grounds when social distancing cannot be maintained, and at all school activities. Students, staff, and visitors who are not wearing a face covering upon entry to school or at any other school event where face coverings are required will be provided a disposable or clean cloth face covering for immediate use.

School Protocol: Cleaning

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection.

- First, clean the surface or object with soap and water.
- Then, disinfect using an [EPA-approved disinfectant](#)
- If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect.

Soft and porous materials, such as area rugs and seating, should be removed or stored to reduce the challenges with cleaning and disinfecting them.

Examples of frequently touched surfaces and objects that will need routine disinfection following reopening are:

- tables
- doorknobs
- light switches
- countertops
- handles
- desks
- keyboards
- toilets
- faucets and sinks

Hand Hygiene Supplies:

- Put alcohol-based hand sanitizer with 60-95% alcohol in every room and common areas (e.g., outside cafeteria). Unless hands are visibly soiled, an alcohol-based hand sanitizer is as effective as soap and water.
- Make sure that sinks are well-stocked with soap and paper towels for handwashing.

Cleaning areas used by individuals with COVID-19:

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

Ensure a designated staff person is assigned to conduct daily cleaning, including cleaning frequently touched surfaces at least every two hours and in between uses.

Each school is required to have an assigned COVID-19 Safety Officer to support the implementation of health and safety guidelines within the school

Additional Resources

Here are links to the CDC's Signs and Messages Package:

- Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)).

Grade Tracker

[illegible]

