

ACERO

SCHOOLS  CHICAGO

STUDENT HANDBOOK 2020-2021

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I. INTRODUCTION



WELCOME TO ACERO SCHOOLS!

It is our privilege and pleasure to welcome you to Acero Schools for the 2020-2021 academic year. In making your decision to pursue an education with Acero Schools, you have chosen schools that support students by focusing on the growth and achievement of their educational goals while honoring their culture in a supportive learning environment.

This handbook is one tool to help guide you through an educational process that is as much about building character and understanding social responsibility as it is about intellectual development and critical thinking. As such, we ask that you read the handbook thoroughly.

At the time of publication, Acero Schools has elected to start the year with Remote Learning due to the COVID 19 pandemic. While what the remainder of the 2020-2021 school year will entail still remains to be determined, we want to ensure each family has this foundational resource. As the school year unfolds and new policies or practices are developed to support the delivery of Remote Learning, we will communicate updates to our families. Please reach out to your school administrators with any questions or concerns.



MISSION

At Acero Schools, our mission is to transform minds through academic empowerment and success.

VISION

At Acero Schools, our vision is to provide educational opportunities that will launch the next generation of extraordinary life-long learners, discerners, and doers.

VALUES

At Acero Schools, we are what we believe.

ACHIEVEMENT: WE SET GOALS AND DO WHAT IT TAKES TO REACH THEM.

COMMUNITY: WE CONTRIBUTE TO, RESPECT, AND SERVE IN OUR COMMUNITIES.

EXCELLENCE*: WE EXPECT OUR BEST AND STRIVE TO MAKE OUR BEST EVEN BETTER.

***THIS VALUE IS IN THE PROCESS OF BEING CHANGED TO "EQUITY"**

RESILIENCE: WE LEARN AND GROW THROUGH ADVERSITY AND CHALLENGES.

OPTIMISM: WE BELIEVE IN OUR ABILITY TO CREATE THE FUTURE WE ENVISION.

WE ARE ACERO.

School Name	Neighborhood	Grades Served	Year Opened
Octavio Paz	Little Village	K-8	1998
Rufino Tamayo	Gage Park	K-8	2005
Bartolome de Las Casas	Pilsen	K-8	2006
Carlos Fuentes	Avondale	K-8	2006
Officer Donald J. Marquez	Brighton Park	K-8	2007
SPC Daniel Zizumbo	Archer Heights	K-8	2008
PFS Omar E. Torres	Archer Heights	K-8	2008
Major Hector P. Garcia MD	Archer Heights	9-12	2008
Sandra Cisneros	Brighton Park	K-8	2010
Esmeralda Santiago	Humboldt Park	K-8	2011
Jovita Idar	Gage Park	K-8	2011
Roberto Clemente	Galewood	K-8	2012
Sor Juana Ines de la Cruz	Rogers Park	K-12	2012
Brighton Park	Brighton Park	K-8	2013
Victoria Soto	Gage Park	9-12	2013

II. SCHOOL OPERATIONS



APPLICATION AND ENROLLMENT

Acero Schools is a tuition-free network of public charter schools open to all Chicago students. Student enrollment is based on the number of available seats within each grade. An annual lottery is held to randomly assign applicants to seats or a waitlist when applicable.

The process for applying, enrolling and registering at any Acero Schools campus may be found on our website (aceroschools.org) under the “Enroll” tab. Questions about the admissions and enrollment process can be directed to the Principal of the campus a student attends.

Acero Schools does not discriminate on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union-related), military status, unfavorable discharge from military service, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in the educational programs or Acero sponsored activities.

SCHOOLWIDE EXPECTATIONS

Student safety is a primary focus for Acero Schools to ensure we are preparing students for college, career and life success. To help maintain student safety, students shall respect all rules set in place by their respective campus’ administration. Students are expected to follow directions the first time given, be prepared for each class, transition quickly and quietly in the hallways, and demonstrate respect at all times.

STUDENT IDENTIFICATION CARDS

All Acero high school students will receive an identification card. If a card is lost, students must purchase a replacement from the office for \$5.

LOCKERS

Acero Schools high school students will be assigned one locker for the school year to be used only for school purposes. The locker and lock are the property of Acero Schools. Students are provided lockers to store their books, changes of clothes for fitness/wellness class or after-school sports activities and other personal items.

Each campus will set forth expectations regarding when students may access their lockers during the school day.

Students’ belongings may be housed in their locker for the duration of the school year, but must be cleaned of all perishable items for Winter Break and Summer Break.

LOCKER CARE

The locker and lock are under students’ care for the duration of the school year. Any damages or losses will be charged to the student for immediate payment. Failure to make payment will result in loss of locker use.

LOCKER DECORATIONS

Lockers may be decorated on the inside of the locker with the following approved items: photographs, locker mirrors and calendars. The inside of lockers is not to be decorated with inappropriate photos of self, family, friends or others. When in doubt, refrain from posting materials. All discipline rules and policies apply to the student, their locker and items in their locker.

LOCKS AND COMBINATIONS

High school students will be assigned one locker with a built-in lock and an individual combination for their use. If students have been assigned a locker partner, both locker students are to care for the lock and guard the secrecy of the combination. Students are not permitted to give their combination to anyone other than their locker partners or parents/guardians. Students are not to allow other students to use their locker or have access to their lock combination under any circumstances or for any reason. Acero Schools will not be liable should something be stolen if others are given access to the student's lock combination. If a lock is broken, costs of repair will be billed to the parent/guardian of the student who is deemed to have broken the lock.

STUDENT SUPERVISION

Students are appropriately supervised at all times by a staff member. Students are not permitted to be in a classroom or other teaching space, on school grounds, at recess or lunch, or at Acero Schools sponsored activities without supervision. All students are expected to walk in an orderly fashion in the halls as directed by their teacher or other staff member.

HALL PASSES

Students who are given authorization to leave the classroom must have a hall pass provided by a staff member.

STUDENT PICK UP BY PARENT/GUARDIAN

During regular school hours, students must sit in the office with school staff while waiting for parent/guardian pick up. The person picking up the student must be on the approved list to pick up the student. School staff shall verify the individual's identity before releasing the student. Acero Schools shall not release a student to anyone that is not on the approved list. Parents/guardians should contact the school office to add any individual other than themselves to the approved student pick-up list.

Students will not be permitted to use rideshare services [e.g. Lyft, Uber, etc.] unless their parent/guardian or an individual on the student's approved pick up list accompanies the student. Students will not be permitted to leave the school building without being accompanied by their parent/guardian or an individual on the student's approved pick up list.

After dismissal or at the end of after-school activities, students in K-8 who have not yet been picked up will be monitored by school staff until pickup occurs.

TRANSPORTATION

Acero Schools does not provide transportation for the general student population. However, for at-risk and low income students, Acero Schools may evaluate on a case-by-case basis and make every effort to ensure students are supported. Acero Schools will ensure that students in temporary living situations are provided transportation assistance and students with disabilities are provided with transportation services when special transportation is required per their Individualized Education Program (IEP).

Student safety is a priority at all Acero Schools campuses, especially when students are traveling to and from the school building. Unauthorized individuals are not permitted on Acero Schools' campuses.

Acero Schools cannot be held responsible for students prior to their arrival to or departure from campus. Students are not permitted to wait for transportation at any location off campus grounds including surrounding restaurants, gas stations, parking lots, street corners, alleys etc., or leave the school grounds for any reason. These places are not supervised and could pose a risk to students.

Students are expected to enter the school building immediately once the school is open whether they arrive via public transportation, walking or parent/guardian drop-off. No student is allowed to leave campus during school hours after arriving on campus unless signed out by a parent/guardian or an individual on the student's approved list.

Students attending any after-school event at an Acero Schools campus are expected to remain on campus and in uniform throughout the duration of the activity.

BICYCLE, SCOOTER, AND SKATEBOARD USE

While Acero Schools supports students using environmentally-friendly methods of transportation, it cannot jeopardize student safety. All students riding bicycles or skating to school on inline skates, scooters, skates or skateboards are strongly encouraged to wear helmets, knee and elbow pads. Bicycles must be locked and stored on official bike racks. Bicycles may not be locked on poles or other fixed objects and cannot be stored in the school building. Inline skates must be kept in the student's locker. Students should walk their bicycles on school property, carry their skateboards or scooters on school property, and change from inline skates to their uniform shoes before arriving on school property.

ANIMALS ON ACERO SCHOOLS PROPERTY

With the exception of service animals, animals are not allowed on Acero Schools campuses during school hours unless specifically approved by the Principal. School hours are meant to include classroom periods, the period of time before and after school when students are entering and exiting the school, and during after-school activities when students are present.

For the safety of all children and adults, pets are not to be in proximity to students during arrival and dismissal. With the number of students entering and exiting the school building, some animals could become excited and/or overwhelmed, thereby compromising the safety of our students. Animals remaining in vehicles while visiting the campus are not restricted except that owners should keep windows and other openings restricted so as to prevent children from reaching into the vehicle.

ATTENDANCE

Attendance plays a critical role in a student's academic success. Students who are late and/or absent miss valuable instructional time. For this reason, we ask that students be on time and in attendance every day. It is critical that all students be present and prepared to begin learning at the start of their campus' academic day.

Critical elements of Acero School's policy on attendance are outlined below to help parents/guardians and students understand how attendance impacts academic success.

DEFINITIONS

1. Late Arrival/Tardiness: Arrival of a student to campus or class after the start of instruction.
2. Valid Cause for Late Arrival/Tardiness: Appointment with a health care provider [an official note must be provided]. Emergency conditions are determined on a case-by-case basis by the Principal.
3. Chronic Tardiness: A student subject to compulsory school attendance and who has twelve [12] or more late arrivals in a school year.
4. Excused Absence: An absence for which there is a valid cause as defined below.
5. Unexcused Absence: An absence for which there is no valid cause.
6. Valid Cause for an Excused Absence:
 - a. Illness [an official healthcare provider's note must be provided after three [3] consecutive absences due to illness];
 - b. Observance of a religious holiday;
 - c. Death in the immediate family;
 - d. Family emergency;
 - e. Circumstances that cause reasonable concern to the parent or legal guardian for the safety or health of the student;
 - f. Suspension; or
 - g. Other situations beyond the control of the student as determined by the Principal/Designee, on a case-by-case basis including, but not limited to, homelessness or temporary living situations that may cause attendance difficulties.
7. Immediate Family: Parents, legal guardians, spouse, siblings, step siblings, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts, and uncles.
8. Truant: A student subject to compulsory school attendance and who is absent without a valid reason for a school day or portion thereof.
9. Chronic Truant: A student subject to compulsory school attendance and who is absent from school without a valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

DAILY SCHEDULES

Early dismissal is on Wednesday at 2:30 p.m. for all schools.

Individual schools will provide their respective daily schedules.

ARRIVAL AND DEPARTURE

Parents/guardians should familiarize themselves thoroughly with the designated pick-up and drop-off points and visitor parking areas at the school. All drivers must carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students. School representatives will be present to assist with traffic flow, safety and the arrival and departure of students. These individuals must be respected at all times.

Students may arrive no earlier than 30 minutes before classes start unless otherwise directed by school administration. There is no supervision prior to this time. All students are to be picked up no later than the time classes are dismissed unless they are enrolled in an extended-day or after-school program.

EXCUSED LATE ARRIVAL AND EARLY DISMISSAL

Acero Schools expects all students to be present at all times and for the entire length of the school day. However, Acero Schools recognizes that in some instances late arrival or early dismissal may be necessary. In these cases, Acero Schools respectfully asks that parents/guardians attempt to schedule student appointments at the beginning or end of the school day in order to maximize the student's instructional time.

Students who arrive late must provide a note to be given to the main office upon arrival. Students are prohibited from leaving campus for early dismissal without an authorized adult. The adult is required to provide a photo ID at the school office when requesting an early dismissal of a student.

Early dismissal may affect a student's attendance depending on time of departure.

LATE ARRIVAL/TARDINESS

If a student arrives after classes have started, they must report to the school's main office before proceeding to class. The student will be given a Late Arrival Slip and sent to their classroom.

The following interventions will be taken in response to tardiness:

Four to Eight (4-8) Late Arrivals/Tardies

The parents/guardians will be contacted by the student's teacher to discuss the student's tardiness. This communication ensures that the parents/guardians understand and observe the school's expectations. At this time, the school and family will work together to develop a plan to support the student in arriving on time to school.

Twelve (12) Late Arrivals/Tardies

A meeting between the student's teacher, the parents/guardians and the student may be required. At this meeting, potential consequences will be discussed for continued tardiness without a valid reason and appropriate documentation.

More than 12 Late Arrivals/Tardies

The parents/guardians will be required to attend a meeting with the Principal to discuss a plan for improvement and how the student can be supported. The student may receive disciplinary consequences.

ACADEMIC WORK AND EXCUSED/UNEXCUSED ABSENCES AND TARDIES

All work missed because of an absence [as defined above] will typically be made up following the Make-Up Policy of the Handbook. However, it is important for the parent/guardian or student to communicate with each teacher for unique situations not outlined in the Make-Up Policy where a teacher may provide other arrangements on a case-by-case basis at their sole discretion.

REPORTING ABSENCES

Parents/guardians are expected to contact the school office by phone on the day the student is going to be absent from school and provide a valid cause for the absence. If no such cause is provided or school personnel are unable to make contact with a student's parent[s]/guardian[s], the student's absence will be recorded as "unexcused."

Students are discouraged from being absent on test dates or when assignments are due. Students who are absent for three (3) or more consecutive days due to illness are required to submit a written health care provider's note within two (2) school days of their return to school. In some circumstances, the note may be accepted beyond the two-day limit, as approved by the Principal/Designee.

In the event that extraordinary circumstances require a student to be absent from school for more than five (5) consecutive school days, a plan may be developed jointly by the teacher and the student's parent(s)/guardian(s). The plan will define the length of the absence and the means by which the student will make-up all work they miss during the absence. The plan must be approved and signed by the Principal, parent(s)/guardian(s), teacher and student prior to the student's absence.

ABSENT NOTIFICATION TO PARENT/GUARDIAN

Students ages 6 to 17 must attend school. It is the legal obligation of the parent(s)/guardian(s) to ensure their student's attendance. The following steps will be taken to notify parents/guardians of increasing absences and to remind parents/guardians of attendance expectations:

Five (5) Unexcused Absences

The parents/guardians will be contacted by the student's teacher to discuss the absences. A letter will be sent to the parent(s)/guardian(s) communicating the student's truancy and the consequences for non-compliance with attendance requirements.

Ten (10) Unexcused Absences

A letter will be sent to parent(s)/guardian(s) via certified mail. The parents/guardians will be required to attend a mandatory meeting with the Principal, the student's teacher and the student. The meeting will be held to discuss a plan for improved attendance and how the student can be supported.

Eleven to Twenty (10-20) Unexcused Absences

Certified Letters will continue to be sent home and parents/guardians will continue to be required to meet with the Principal. The proper authorities may be contacted.

More than Twenty (20) Unexcused Absences

- The proper authorities may be notified.
- The high number of unexcused absences could result in the failure of a course or courses.
- A certified letter will be sent to the student's parent(s)/guardian(s). The parent(s)/guardian(s) will have a mandatory meeting with the Principal and be notified of that the student may not be promoted to the next grade and may be excluded from participation in graduation exercises.
- School personnel will then submit a report to the Chicago Public Schools Office of College and Career Success.

RIGHTS OF EIGHTEEN-YEAR-OLD STUDENTS

When a student turns 18, they have the legal rights of an adult. However, the school can continue to keep their parents/guardians informed about their progress and whereabouts. The school cannot require that their parent/guardian sign their report cards, progress reports, or permission slips for field trips.

The school cannot require that absence notes are signed by their parent/guardian. The school can notify their parent/guardian that they were absent. Additionally, parents/guardians have access to the student's school record even if the student is 18 years of age.

If a student who is 18 years old or older wishes not to have their records sent to their parent/guardian, then a request must be made in writing and submitted to the Principal.

LATE ARRIVAL/EARLY DISMISSAL PROCEDURES FOR EIGHTEEN- YEAR-OLD STUDENTS

Early dismissals and late arrivals will be granted for medical and dental appointments. If an 18-year-old student is dismissed or arrives late due to a medical appointment, a note signed by the student that contains the following information must be provided to the front office:

1. Name of the medical provider,
2. Phone number, and
3. Time of the appointment.

The school may verify this information before dismissing a student or sending a student to class after late arrival. The student will be permitted back into school the day of the appointment if the student provides a note from the health care provider confirming the appointment.

If an 18-year-old student becomes ill during the day, the student may dismiss themselves to go home after visiting the nurse or seeing the Principal. Students dismissing themselves for health reasons will not be permitted back into school the day of the dismissal. The school may still contact the student's parent/guardian regarding any early dismissals.

Students who are 18 years old and have an early dismissal for reasons other than listed in the excused absence section of the attendance policy will be considered to have accrued an unexcused dismissal.

ABSENCES: EIGHTEEN-YEAR-OLD STUDENTS

Students who are 18 years old must meet with the Principal/designee to excuse themselves for an upcoming absence from school or upon returning from an absence. The Principal/designee will provide the student with an excused pass for teachers when applicable. The school may still contact the student's parent/guardian regarding any absence from school.

WITHDRAWAL/REMOVAL FROM ENROLLMENT

Students may be removed from enrollment under the following guidelines:

1. All students are to be removed from enrollment when they transfer to a different school, including home school, or when they graduate.
2. All students are to be removed from enrollment if their whereabouts cannot be determined after a school has completed all of the following:
 - a. Calling all phone numbers on file for the student, including emergency contacts;
 - b. Sending a letter by certified mail addressed to the student's last known address asking the parents/guardians to call or come to the school to discuss the student's absenteeism;
 - c. Visiting the student's last known address without finding the student or the student's family; and
 - d. Completing a Lost Child Report for every student who cannot be located and is removed from enrollment after following the procedures set forth above.
3. A student who is 16 years old may withdraw if a parent/guardian provides an acceptance letter from a state-recognized GED or job skills program; otherwise no student under the age of 17 years old is permitted to withdraw from enrollment.
4. A student who is 17 years old may self-withdraw from school with express written and informed consent from the parents/guardians. Students who are 18 years old may withdraw without consent from their parents/guardians. In all cases, the consent to withdraw form must be completed.

STUDENT UNIFORM

Students at all Acero Schools campuses are required to wear uniforms in order to create an environment conducive to learning. The Acero Schools' School Uniform Policy allows students to focus on academics and instill pride in themselves, their families, their school and their community.

Acero Schools encourages students to take pride in their overall appearance. Students are expected to practice healthy hygiene habits.

APPROPRIATE FIT

Uniforms are to fit appropriately. Items should not be too tight/baggy or too short/long. Parents/guardians should be prepared to replace items as children grow.

ACCESSORIES

Students may wear accessories appropriate to a professional environment. Students who have pierced ears and wish to wear earrings to school must wear one earring in each ear. No student may wear accessories indicating gang affiliation at any time.

PERSONAL APPEARANCE

Students must keep hair neat and out of their eyes and may not wear distracting hair styles [e.g., Mohawks, spiked, shaved to show letters, numbers or designs]. Body piercings other than ear piercings and tattoos should be covered and not visible during school hours.

SCHOOL UNIFORM POLICY VIOLATIONS


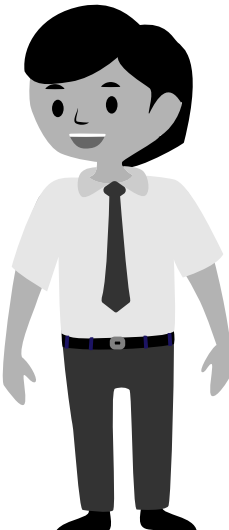
Violations of the Acero Schools Uniform Policy will require immediate correction when possible and may result in detention and/or hours of community service. Students who are in violation of the Student Uniform Policy will be required to call their parents/guardians. Parents/guardians may be asked to bring the missing or correct uniform article to the student and take additional measures to correct the violation.

Specifics regarding purchasing uniforms and suggested quantities may be found on the Acero Schools website [aceroschools.org] and are also available at each Acero Schools campus.


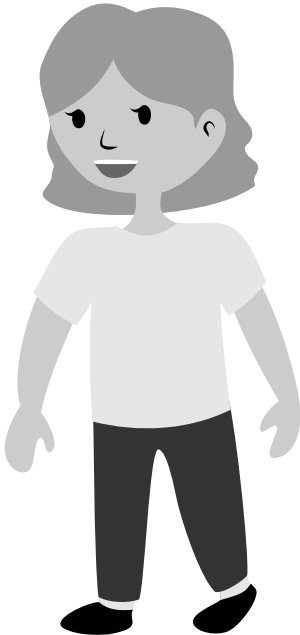
GYM UNIFORM USE

Students are required to wear their regular school uniforms at all times when not directly participating in physical education classes. On days when a student has physical education class, he or she must attend all other classes in his or her regular school uniforms. Students will be given time to change in and out of their gym uniforms before and after physical education classes. If students are out of uniform, they may be issued disciplinary consequences in accordance with the Student Code of Conduct.

ELEMENTARY UNIFORM REQUIREMENTS – DAILY

<p>Navy blue crosstie</p>		<p>Solid white dress shirt with collar</p> <ul style="list-style-type: none">▪ Short or long sleeves▪ Tucked in <p>Navy blue dress sweaters, cardigans or vests</p> <ul style="list-style-type: none">▪ Optional <p>Navy blue pants or shorts</p> <ul style="list-style-type: none">▪ Pleated/plain front▪ Standard belt loops▪ Simple/slant pockets▪ Shorts must rest at the knee▪ Shorts only worn in summer months		<p>Navy blue necktie</p> <p>Solid black belt</p> <ul style="list-style-type: none">▪ Plain and professional <p>Black or navy blue dress socks</p> <p>Solid black dress shoes</p> <ul style="list-style-type: none">▪ Must have black laces and soles
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ELEMENTARY UNIFORM REQUIREMENTS – GYM

<p>Solid white t-shirts or school t-shirts</p> <ul style="list-style-type: none">▪ Short and long sleeves acceptable▪ Shoulders and midsections must be covered at all times▪ Free of lettering, logos, colors or designs, except school t-shirts.			<p>Dark blue, black, or white crewneck athletic sweater</p> <ul style="list-style-type: none">▪ Optional <p>Dark blue, black, or white athletic socks</p>
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HIGH SCHOOL UNIFORM REQUIREMENTS – DAILY

Long-sleeve dress shirt

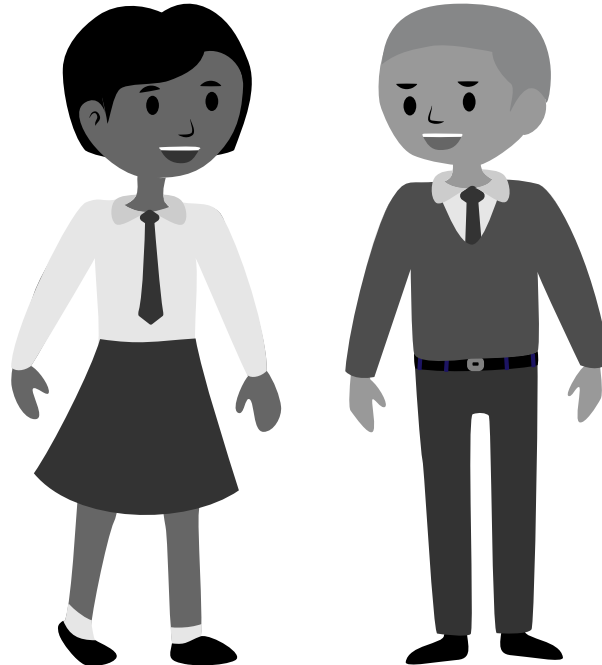
- Must be long enough to remain tucked in when arms are raised
- Each school will specify allowable colors, and students may choose from the color choices given.

Traditional neckties

- Each school will specify colors for grade level or specific activities (athletics, arts involvement). Students may choose from the choices given.

Pants/skirts

- Charcoal gray, navy blue or black are allowed.



Dress V-Neck Vest or Sweater, Optional

- Free of buttons, zippers, and pockets
- Free of logos (Acero Schools logo permitted)

Long-sleeve dress Blazer, Optional

Dress socks

- Solid black, blue or gray

Dress shoes

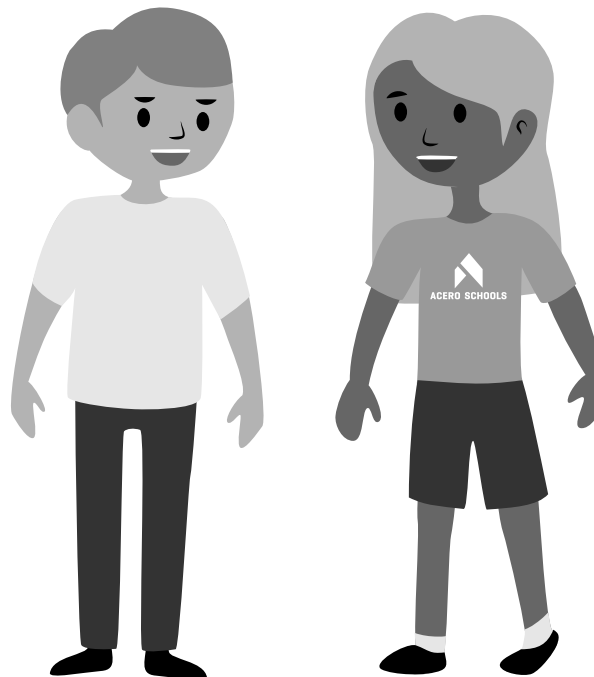
- Black with black laces

HIGH SCHOOL UNIFORM REQUIREMENTS – GYM

Shirt

- Solid gray or white t-shirts or Acero Schools shirts
- Shoulders and midsections must be covered at all times

- Loose-fitting shorts/pants
- Solid heather or light gray
- Shorts must rest at the knee



Solid blue, black or white athletic socks

Shoes

- Solid white or black gym/athletic shoes
- Non-marking/scuffing soles

DRESS DOWN DAYS

Schools may have dress down days for special occasions. Guidance regarding dress code on these days will be provided by each school.

STUDENT TECHNOLOGY USE

The use of technology and internet at all Acero Schools campuses is for educational and instructional use only. Acero Schools reserves the right to place restrictions on a student's access to technology or enforce limitations on technology use in accordance with Acero Schools Student Code of Conduct. The use of technology, equipment, and internet access at an Acero Schools campus is based on the expectation that students use these resources responsibly and in accordance with Acero Schools' Acceptable Use of Technology Policy in the policies section of this handbook.

AUTHORIZATION

Parents/Guardians and students (if over the age of 18) must complete the Authorization for Access to Acero Schools Technology Systems by Students included in the Forms Section of this handbook. Students may not receive technology privileges until the form has been submitted.

PARENT/GUARDIAN EXPECTATIONS OF STUDENT TECHNOLOGY USE

As part of Acero Schools' curriculum and instructional program, students have access to technology, including computer resources and the use of the internet. Acero Schools expects that parents/guardians instruct their children and convey the standards of appropriate use of technology as described in the Acceptable Use of Technology Policy in the policies section of this handbook.

MAINTENANCE AND INSTALLATION

Students shall not attempt to perform any installation or maintenance on the device. Students shall not create or introduce games, network communications programs, or any foreign program or software onto any Acero Schools' computer, electronic device or network without the prior written permission of the IT Department. Under no circumstances shall software purchased by Acero Schools be copied for personal use.

DESTRUCTION/DAMAGE TO AN ACERO DEVICE

If the student is found to have damaged or destroyed school property, the parent/guardian may be responsible for paying a fee for repair or replacement. Students are expected to maintain the Acero Schools-issued device while the device is in their possession and should adhere to the following:

1. Keep the device secure and damage free.
2. Do not loan out the device, charger or cords.
3. Do not leave the device unattended.
4. Do not eat or drink while using the device or have food or drinks in close proximity to the device.
5. Do not place the device on the floor or on a sitting area such as a chair or couch.
6. Do not leave the device near table or desk edges.
7. Do not stack objects on top of the device.
8. Do not leave the device outside.
9. Do not use the device near water.

SOCIAL MEDIA AND INTERNET COMMUNICATION RESTRICTIONS

While many websites, online communities and social media sites can be used as educational tools, some are deemed inappropriate and are blocked within the Acero Schools network. Acero Schools reserves the right to restrict access to any online resources for reasons such as, but not limited to, inappropriate or offensive language, images and videos. The use of external websites shall support Acero Schools' educational mission, vision and values. Acero Schools is not responsible for the content of external websites accessed by students without permission.

CYBERBULLYING

Cyberbullying is using information and communication technologies to bully. Cyberbullying is strictly prohibited and shall be subject to discipline in accordance with the Acero Schools' Student Code of Conduct. Acero Schools expects that parents/guardians will play an active role in monitoring their child's use of technology.

Students and parents/guardians are encouraged to save and print any messages that they believe constitute cyberbullying and notify an Acero Schools staff member. Please refer to the Acero Schools' Anti-Bullying Policy and Student Code of Conduct section for more information.

STUDENT PERSONAL ELECTRONIC DEVICES

Acero Schools prohibits the use of personal electronic devices on school property to ensure a safe and civil educational environment for all students, employees, volunteers and patrons. The prohibition of these items during school hours (including lunch, advisory and some after-school activities) encourages student focus on achieving academic success.

Exceptions to the prohibition of personal electronic devices on school property may be made if the student requires the device for medical reasons.

Specific information regarding the Student Personal Electronic Devices Policy can be found in the policies section of this handbook.

FOOD SERVICE PROGRAM

At Acero Schools, it is our goal to provide healthy, nutritionally balanced and creative meals for our students that not only provide them access to quality food but also with options that they enjoy. All Acero Schools campuses participate in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) which provide meals that meet or exceed the federal nutrition standards required by the U.S. Department of Agriculture (USDA).

For the 2020-2021 school year, Acero Schools plans to continue participation under the Community Eligibility Provision (CEP) program (depending on ISBE approval). Under the CEP program, all Acero Schools students are provided both breakfast and lunch at no cost. No paperwork is required from families for students to be able to participate and receive breakfast and/or lunch.

BREAKFAST

All Acero schools offer a "Grab and Go" breakfast program that allows students the opportunity to take breakfast on their way to their first period class. Students can eat their Grab & Go breakfast in the classroom, or other designated area, during early morning activities and will be ready for the start of instruction.

LUNCH

All Acero school lunches offer two main entrée options for students. Students have the ability to choose one of the main entrées along with a fruit, vegetable, whole grain-rich product and milk. Although participation in our programs is not mandatory, we do recommend all parents/guardians encourage their students to eat in school. We ask that parents/guardians who choose to provide their child with a lunch from home to pack a healthy meal in an age-appropriate portion and refrain from providing food, snacks or beverages with minimal nutritional value such as chips, candy, gum or soda pop. Students who bring lunch from home must refrain from sharing food in order to minimize the risk of an allergic reaction.

SUMMER SCHOOL MEALS

Acero Schools campuses that offer a summer program also offer breakfast and/or lunch to students and members of the community (ages 18 and younger) at no cost. Information about the availability of summer meals will be provided at the end of each school year.

III. ACADEMIC PROGRAM

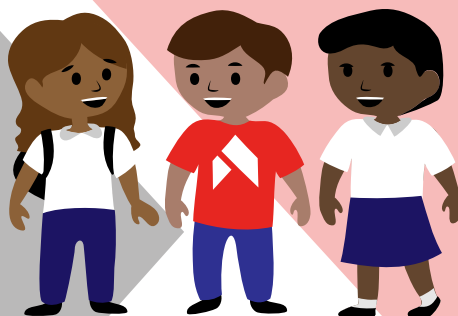


ACERO SCHOOLS PILLARS OF PRACTICE

AT ACERO SCHOOLS, WE BELIEVE IN SETTING GOALS AND DOING WHAT IT TAKES TO ACHIEVE THEM. THESE PILLARS, DEVELOPED BY THE ACERO COMMUNITY, WILL GUIDE US IN REACHING OUR NETWORK'S EDUCATIONAL AND CULTURAL GOALS: ENSURING ALL STUDENTS ACHIEVE AT HIGH LEVELS.

COMPREHENSIVE SUPPORT

Establishing opportunities for collaboration, coaching, and professional development to support each of these pillars.



STANDARDS-BASED TEACHING AND LEARNING

Ensuring that students can master the learning for their grade-level and that the curriculum is both relatable and challenging.



MISSION-DRIVEN AND DATA-INFORMED

Transforming the minds of students through academic empowerment and success, using data-based methods to support all unique learners, languages and backgrounds.



SERVING THE WHOLE CHILD

Expanding students' minds beyond the classroom: improving social and emotional skills, providing a global perspective, encouraging community engagement and practicing a responsive and restorative approach to discipline.



PERSONALIZED LEARNING

Supporting students with a personalized education that is focused on their unique backgrounds, interests, choices, and needs while empowering them to take ownership of their learning.



ASPIRATIONAL ENVIRONMENT

Empowering students in their personal journey, ensuring access to opportunities, and recognizing students for their achievements and the role their families play in that success.

LEARNING SUPPORTS AND ENRICHMENT FOR ALL STUDENTS

School staff will work closely with parents/guardians to provide a variety of supports to ensure success for all students. Support programming may include:

- Bilingual Services
- Individualized Education Plan
- Multi-Tiered Systems of Supports [MTSS]
- Advanced Placement Courses
- After-School Extracurricular Programs as well as Athletic Programming
- Secondary and Post-Secondary Advising
- Civics Engagement Opportunities
- Elementary Presentations of Learning [POLs]
- High School Parent Engagement Night [PEN]
- Educational Field Trips

GRADING

Elementary Grading Scale

LETTER	%	PERFORMANCE
A	90-100	Exceeding
B	80-89	Meeting
C	70-79	Approaching
D	60-69	Developing
F	0-59	Not Evident

High School Grading Scale

LETTER	%	PERFORMANCE
A	90-100	Exceeding
B	80-89	Meeting
C	70-79	Approaching
D	60-69	Developing
F	50-59	Not Evident

ACADEMIC PROGRESS

PROGRESS REPORTS

A progress report detailing every student's academic performance in all subjects will be communicated regularly within each grading period. The parent/guardian is responsible for signing and returning an acknowledgement that they reviewed the progress report.

REPORT CARDS

At the end of each academic grading period, the parent/guardian will receive a report card. The parent/guardian is responsible for signing and returning an acknowledgement that they reviewed the report card.

POWERSCHOOL PARENT PORTAL

Access to PowerSchool Parent Portal will be made available to families at the beginning of each school year. The Parent Portal can be used to monitor scholar progress during each grading period.

Parent Portal is a secure, online database that allows all Acero Schools parents/guardians to access scholar grades, attendance and account information from any computer.

PROMOTION POLICY

Acero Schools urges parents/guardians to closely monitor their child's academic progress to ensure he or she stays on track throughout the school year.

ELEMENTARY PROMOTION STANDARDS

Acero students will be promoted to the next grade level by demonstrating mastery of the Common Core State Standards. Mastery is measured by:

1. Standardized Test Results - Achievement at grade level as measured through standardized assessments or the equivalent of 1.5 years of progress.
2. Academic Performance - Achievement in reading and math indicates that the student is performing at grade level or the equivalent of 1.5 years of progress.

Students who meet all criteria will be promoted to the next grade level. Failure to meet any of the criteria will result in a conversation between school leadership and the family to discuss the student's ability to be promoted to the next grade level.

ELEMENTARY PARENT/GUARDIAN NOTIFICATION AND APPEAL

Parents/Guardians will be notified in writing at the beginning of the second semester if a student is at risk of retention and a final notification in June to indicate the student's final promotion/retention status.

If the parents/guardians do not agree with the retention determination, they will have five (5) calendar days following the receipt of the final retention notification to submit an appeal in writing to the Acero Schools Chief Education Officer, via email at aceroappeal@aceroschools.org, or by mail to: 209 W. Jackson, Suite 500, Chicago, Illinois 60606. The letter must be postmarked within five (5) days of the receipt of the retention notification. A subsequent review meeting with the parent/guardian, Principal, and any other Acero Schools designee will be conducted to review the student's performance record and rationale for the retention determination.

HIGH SCHOOL PROMOTION STANDARDS

In order to be eligible for promotion to the next grade level, students must receive a passing grade in a minimum of three (3) core courses, and all necessary elective or credits recovered to meet the total minimum credits accumulated described in the table below:

PROMOTION FROM:	REQUIRE CORE COURSES	AND	ELECTIVES AND/OR CREDITS RECOVERED	TOTAL MINIMUM CREDITS ACCUMULATED
9th Grade	1.0 English		2.0	5
	1.0 Math	+		
	1.0 Social Studies or Science			
10 th Grade	1.0 English II		3.0	13
	1.0 Math	+		
	1.0 Social Studies or Science			
11 th Grade	1.0 English III		4.0	20
	1.0 Math	+		
	1.0 Social Studies or Science			

Students who transfer to an Acero Schools campus from a school with different promotion standards will have their academic record reviewed and promotion plan created on a case-by-case basis.

CREDIT RECOVERY

Students who do not meet the promotion criteria as outlined above for their grade level will need to recover any missing credits before being promoted to the next grade level.

PARENT/GUARDIAN NOTIFICATION AND APPEAL

The parent/guardian will receive final written notification regarding their student's promotion or retention status at least twenty (20) days prior to the last day of classes. If a student then participates in a 9th-12th grade credit recovery program, the parent/guardian shall receive another promotion determination notice identifying whether their student satisfies all of the requirements for promotion.

The parent/guardian will have five (5) calendar days following the receipt of the determination notice to submit an appeal of the promotion/retention determination in writing. Appeals should be submitted to Acero Schools Chief Education Officer via email at aceroappeal@aceroschools.org, or by mail to: 209 W. Jackson, Suite 500, Chicago, Illinois 60606. The letter must be postmarked within five (5) days of the receipt of the promotion/retention determination notice. A subsequent review meeting with the parent/guardian, Principal and any other Acero Schools designee will be conducted to review the student's performance record and rationale for the promotion/retention determination.

ENGLISH LEARNERS PROMOTION STANDARDS

English Learners will be promoted to the next grade level provided they are designated as ELs per ISBE guidelines in Acero Schools' student information system, were given the appropriate language development accommodations where needed and received a letter grade of "C" or better in reading and math. However, ELs whose parents/guardians refused EL services will be subject to standard promotion criteria, including NWEA scores. ACCESS scores shall not be used for purposes of promotion. An EL student may not be retained based on their English Language Proficiency level regardless of Bilingual Program Year.

SPECIAL EDUCATION PROMOTION STANDARDS

Diverse Learners receiving special education and related services under an Individualized Education Program [IEP] are expected to meet the same promotion criteria as their same age, same grade, non-disabled peers unless the IEP modifies the promotion criteria in whole or in part [this includes English Learners with an IEP]. Students with disabilities may have modified promotion criteria if the IEP team determines the need and is approved by the Chief Education Officer or Designee.

Any student who believes he or she has been subjected to discrimination on the basis of disability or witnesses alleged discrimination on the basis of disability may file a grievance. Acero Schools will take all necessary actions to stop disability

discrimination, remedy its effects, and prevent its recurrence. Students or their parent/guardian may submit a grievance verbally or in writing, within ten (10) business days of the date the person filing the grievance becomes aware of the alleged discriminatory action, to Acero Schools' Section 504 and Title II Coordinator via mail to 209 W. Jackson Blvd., Suite 500, Chicago, Illinois 60606 or email specializedinstruction@aceroschools.org. The grievance must contain the name and address of the person filing the grievance, and state the problem or action alleged to be discriminatory. If the person filing the grievance is the victim of the alleged discrimination ["complainant"], the complaint must also state the remedy or relief sought.

BRITTANY'S LAW

Illinois law allows students with disabilities who have completed four (4) years of high school but have not met graduation requirements, to participate in the graduation ceremony with their non-disabled peers. Students and families must request this privilege. At the graduation ceremony, the student will receive a certificate of attendance only. This student will not receive a high school diploma. The student will be expected to return to school to complete their high school program.

HIGH SCHOOL GRADUATION

In order to graduate, the following requirements must be met:

ACADEMIC REQUIREMENTS

Students in the class of 2021 and beyond must complete 28 credits. Completion of 28 credits in the areas described below will result in the awarding of a diploma.

COURSE TYPE	CREDITS
English	6
Math	4
Science	3
Social Studies	3
Foreign Language	2
PE/Gym	4
Fine Arts	2
Electives	4
TOTAL	28

COMMUNITY SERVICE REQUIREMENTS

Acero high school students are required to complete a total of 100 hours of community service in order to graduate. Service hours must be completed in accordance with the following schedule:

COMMUNITY SERVICE HOURS		
Year	Hours	Completed by
Freshman	25	Start of Sophomore Year
Sophomore	25	Start of Junior Year
Junior	25	Start of Senior Year
Senior	25	May 1 of Graduation Year
Total	100	Required for Graduation

COMPLETION OF STATE NON-CREDIT GRADUATION REQUIREMENTS

- All students in grades 7 and 12 must demonstrate knowledge of the U.S. and Illinois Constitutions by receiving a passing grade on each assessment.
- All students must take state-required standardized exams including the SAT.

EXIT PORTFOLIO

At the school's discretion, exit portfolios may be required. Exit portfolios are evidence of student work that reflects mastery of skills and interests. The student Senior Exit Portfolio is assembled and is presented to a group of community members and Acero Schools faculty during the student's senior year. In order to be eligible for graduation, students must receive a passing score on their portfolio.

RECOMMENDATION FOR GRADUATION

- Students must be recommended for graduation. Final approval is granted by the Chief Education Officer or their designee.
- Students with Limited-English-Proficiency must meet all graduation requirements with support in subject areas as appropriate.
- Students can petition for a transcript review for early graduation within the first two weeks of each semester. Early graduation will be dependent upon the student's completion of the graduation requirements listed above and will be evaluated on a case-by-case basis.

LEARNING ASSESSMENTS

Student learning and mastery of grade level standards is measured using a variety of tools, curriculum-based assessments, as well as the following city and state mandated assessments:

Elementary School:

- ACCESS
- NWEA
- Illinois Science Assessment [ISA]
- Illinois Assessment of Readiness [IAR]
- KIDS
- Dynamic Learning Maps [DLM]

High School:

- ACCESS
- Illinois Science Assessment [ISA]
- Dynamic Learning Maps [DLM]
- PSAT
- SAT

Assessments are specific to grade levels and student groups.

ATHLETIC PROGRAMS

Acero Schools Athletics leverages participation in sports to improve academic outcomes, teach valuable life lessons, engage parents/guardians and build community. Athletic programming is rooted in the Acero Schools mission and supports Acero Schools’ community building approach by:

- Advancing Acero Schools’ culture of high academic expectations;
- Challenging students to achieve excellence both on and off the field;
- Inviting parents/guardians to actively engage in the lives of their students and Acero schools;
- Promoting positive character development; and
- Building community through sports.

ELEMENTARY ATHLETICS

At the elementary level, Acero Schools Athletics offers six team sports available to academically eligible 5th-8th graders, including but not limited to:

FALL	WINTER	SPRING
Boys Soccer	Boys Basketball	Co-ed Flag Football
Co-Ed Volleyball	Girls Basketball	Girls Soccer

Students play in their own league- the Acero School Athletic Conference. Each season lasts between eight [8] to twelve [12] weeks and consists of weekly practices and organized games.

HIGH SCHOOL ATHLETICS

At the high school level, Acero Schools Athletics offers a variety of team sports during the year. We work in partnerships with IHSA, CPS, LSAL and other athletic governing bodies to ensure compliance with academic, behavioral, and safety standards for scholar athletes.

Sports offerings vary by campus and season, please check directly with each high school campus for specific offerings.

ELIGIBILITY FOR HIGH SCHOOL ATHLETICS

To be eligible to try out and participate in official Acero Athletics, students must adhere to academic requirements and IHSA documentation requirements.

Eligibility for intramurals and inter-league play is determined by the high school Principal and Athletics Director.

IV. STUDENT CODE OF CONDUCT



Acero Schools strives to create a positive school climate where students, parents/guardians, and all staff work together respectfully to maintain an orderly and safe school environment focused on teaching and learning. Our schools are the safest and the most successful when students, staff and parents/guardians collaborate, value and respect each other's roles and are invested in common-sense interventions and consequences for violations of the Student Code of Conduct. Acero Schools uses Restorative Practices to respond to violations of the Student Code of Conduct, when appropriate, and ensures that students are afforded a disciplinary process that is consistent, fair and equitably applied.

STUDENT CODE OF CONDUCT APPLICABILITY

The interventions and consequences set forth in the Acero Schools Student Code of Conduct apply to all students at all times while on Acero Schools' property. Acero Schools' property includes any school or other Acero Schools facility, grounds owned or operated by Acero Schools, school buses and the facility and grounds of any Acero Schools sponsored activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the principal reasonably believes that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

The Acero Schools Board of Directors' Academic Committee has a number of key responsibilities including advising the Board on matters that include organizational rules concerning Student Code of Conduct. Additionally, parent feedback as shared with school administrators shall be considered when revising policies relative to student conduct.

STUDENT CODE OF CONDUCT FOUNDATION

- A. Acero Schools believes that students' behavior is a developmental process and is committed to providing a learning environment that is safe and supportive. As a result, Acero Schools prioritizes using effective discipline strategies to meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and consequences supports teaching and learning, fosters positive behaviors and reflects a Restorative Discipline philosophy. Restorative Practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior and restore relationships that are disrupted by their conduct. Restorative Practices are designed to help students build and strengthen strong character, be productive global citizens and academically perform to their greatest potential.
- B. Acero Schools ensures that students are made aware of the consequences for misbehavior and expects fair, firm and consistent application of consequences by staff. Consequences should be administered in a way that keeps students within their regular school program to the greatest extent possible.
- C. Acero Schools believes that strong parent-school relationships are critical to ensuring the success of every child. Acero Schools asks parents/guardians to speak with their children about appropriate conduct at school and help their children be active participants in creating and promoting a positive, supportive, safe and welcoming school environment. Acero Schools strives to partner with families and work collaboratively to address behavioral and/or safety concerns.
- D. The Acero Schools Student Code of Conduct complies with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Illinois State procedural safeguards for the discipline of students with disabilities. For parents or guardians of students with disabilities, detailed information regarding their child's procedural safeguards can be obtained from the school Principal.
- E. Acero Schools shall provide a copy of the Student Code of Conduct to parents/guardians within fifteen (15) days of the start of school or enrollment, and inform students of the contents.
- F. Acero Schools will make reasonable efforts to ensure ongoing professional development for teachers, administrators, board members and staff on the adverse consequences of school exclusion and justice-system involvement, classroom management, the Restorative Process and social and emotional learning that promote a positive school climate.

OVERVIEW OF EXPECTATIONS

Acero Schools expects that students and their parents/guardians meet the expectations as outlined by the Acero Schools Student Code of Conduct. However, it is also understood that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, interventions and disciplinary procedures may be adapted to meet each student's individual needs and assist them in meeting the expectations outlined by the Acero Schools Student Code of Conduct.

Moreover, students engaging in any type of misbehavior, whether minor or severe, will be subject to the appropriate consequence as outlined in the Acero Schools Student Code of Conduct. Depending on the severity of the infraction, the school Principal or teacher will determine the type of consequence required for a particular infraction or action. When necessary, the inappropriate behavior and the consequences will be communicated to the student's parent/guardian.

A. Overview of Expectations for Students:

- Students are expected to know, understand, and comply with all classroom, school, and Acero Schools rules and policies.
- Students are expected to be respectful of all teachers, staff members, volunteers, and other students.

B. Overview of Expectations for Principals, teachers, and staff:

- The school Principal, teachers and staff will be expected to administer the appropriate interventions and consequences in a firm, fair and consistent manner. The school Principal, teachers and staff are also expected to teach and model clear behavioral expectations to all students and to intervene early by de-escalating inappropriate behaviors.

C. Overview of Expectations for Parents/Guardians

- Parents and guardians will be expected to know, understand, and support all classroom, school, and Acero Schools rules and policies and to alert appropriate school staff regarding any violation of school rules, concerns or complaints in a timely and respectful manner.

RESTORATIVE PRACTICES

Acero Schools is committed to the use of Restorative Practices as part of our schools' culture, climate, and expectations. Restorative practices are used to deter negative behaviors, promote positive student engagement and increase the likelihood of student success.

Restorative Practices do not negate the need for consequences. Rather, they enable students to examine their attitudes and behaviors in a supportive environment while working to repair harm in a way that is meaningful to those who were affected. Restorative Practices are commonly incorporated in the school setting through [the following is not an exhaustive list]:

- Restorative Charts;
- Mediations;
- Restorative Conferences;
- Social and Emotional Groups; and
- Peer Jury Sessions;
- Community Circles;
 - Check-in and Check-out Circles;
 - Morning Meeting Circles;
 - Attendance Circles;
 - Talking Circles;
 - Peace Circles; and
 - Celebratory Circles
- Culturally Responsive Instruction; and
- Intentional Relationship Building Activities.

The restorative practices approach may utilize Restorative Justice which emphasizes:

1. Focus on the repairing of harm done to relationships caused by wrongdoing, more than the rule that was broken;
2. Address the needs of the student participants;
3. Empower victims and demonstrate equal concern for their needs within the discipline process;
4. Support students who have harmed others while encouraging them to take personal responsibility for their actions and understand, accept and fulfill their obligation to repair the harm that has occurred;
5. Increase support and interventions with accountability for the healing process;
6. Ensure a safe reintegration of students back into the school environment, rather than punishment and isolation;
7. Involve individuals who have harmed others in the decision-making around consequences; and
8. Anticipate and address situations that may challenge a school community, such as physical conflict or re-entry of members into the community who have been apart for disciplinary reasons.

SCHOOL-WIDE CLASSROOM BEHAVIOR MANAGEMENT PLAN

- A. Each school will implement a School-wide Classroom Behavior Management Plan under the supervision of the School Principal. The plan shall align with the Acero Schools network-wide Student Code of Conduct. The plan will be clearly communicated to each class and all parents and guardians and all students assigned to that class will be expected to understand and adhere to this plan. Each classroom teacher will take time at the beginning of the school year to review the written School-wide Classroom Behavior Management Plan with students and parents or guardians.
- B. Violations of the classroom rules as outlined in the School-wide Classroom Behavior Management Plan will be handled primarily by the supervising teacher or other staff member observing the inappropriate behavior. Administration will set expectations on campus for when behavior infractions require mandatory parent communication. All severe misbehavior infractions will be referred to the school Principal or their designee and the Disciplinary Response Matrix in Section X below will be followed.
- C. All School-wide Classroom Behavior Management Plans will include the following expectations:
 1. Consequences: Schools shall determine equitable consequences that apply to all classrooms.
 2. Positive Behavior Reinforcement: Each classroom shall develop a positive behavior reinforcement system that recognizes students for their outstanding behavior and effort.
 3. Valuable Property: Students are encouraged to leave all valuable property at home. If items brought to school cause a distraction or lead to a disruption to the learning process of the classroom or the learning environment of the school, the items will be confiscated by a staff member. Confiscated items (not including electronics – see 3 below) will only be returned to a parent or guardian after meeting with the school Principal or their designee. The school and Acero Schools assume no responsibility for the loss, damage or theft of such articles when on Acero Schools property, campus or grounds.
 4. Food and Beverages: Outside food, snacks, candy, gum, and beverages other than water are not allowed on school grounds unless permitted by school personnel. Students may bring a packed lunch; however, it must remain stowed away until the designated time and place for consumption and can only be eaten during the designated times and places [e.g. cafeteria]. The student and parent or guardian assume responsibility for any items brought from home. The parent or guardian will be notified by school personnel of any and all infractions to this provision. Repeated offenses could lead to a consequence.
 5. Unauthorized Electronic Games or Devices: Students may not use cell phones while in school, or possess other electronic devices [e.g., radios, iPad's, tablets, portable gaming systems laser pointers, etc.] during school hours. Any electronic device found, seen, or heard on school premises during school hours for the first offense will be confiscated and returned at the end of the school day. A second offense will result in the electronic device being confiscated and will only be returned to a parent or guardian after meeting with the school Principal or their designee. Subsequent violations will result in the cell phone being confiscated for a period of time, as deemed appropriate by the School Principal.

DEFINITIONS FOR DISCIPLINARY RESPONSE MATRIX

1. Deadly Weapon: Firearm, knife, poison or an object that can be used in a manner that could cause death.
2. Look-alike Substance: A substance, other than a controlled substance which [1] by overall dosage unit appearance, including shape, color, size, markings or lack thereof, taste, consistency, or any other identifying physical characteristic of the substance, would lead a reasonable person to believe that the substance is a controlled substance, or [2] is

expressly or impliedly represented to be a controlled substance or is distributed under circumstances which would lead a reasonable person to believe that the substance is a controlled substance.

3. Look-alike Weapon: Any device that would lead a reasonable person to believe that a device is a knife, dagger, dirk, Billy, razor, stiletto, broken bottle, other piece of glass which could be used as a dangerous weapon, firearm or instrument of like character.
4. Firearm: Any device, by whatever name known, which is designed to expel a projectile or projectiles by the action of an explosion, expansion or gas or escape of gas.
5. Contraband: Weapons, illegal substances, alcohol and any other item students are banned from possessing by any applicable State or Federal law, City Ordinance, Rules of the Board of Education, or an individual school's written rules and policies.

DISCIPLINARY RESPONSE MATRIX

LEVEL I – INAPPROPRIATE BEHAVIOR		POSSIBLE INTERVENTIONS AND CONSEQUENCES
1.1	Disruptive or excessive noise in hallway or building	<ul style="list-style-type: none"> Documented Teacher, Student, Parent/Guardian and/or Administrator Conference focused on expectations violated, cause of behavior, and strategy to prevent recurrence Recommended instructive, corrective or restorative responses Detention – lunch, before school, or after school
1.2	Leaving class without permission	
1.3	Loitering or occupying an unauthorized place in the school or on school grounds	
1.4	Failing to attend class without a valid excuse	
1.5	Persistent tardiness to school or class [3 or more per semester]	
1.6	Using the Acero network for the purpose of accessing non-educational materials, such as games and other inappropriate materials	
1.7	Unauthorized use or possession of cellular telephones or other electronic devices	
1.8	Violation of the student dress code.	
1.9	Engaging in any behavior that is disruptive to the orderly process of classroom instruction or is disruptive to the educational process.	

LEVEL II – DISRUPTIVE BEHAVIOR		POSSIBLE INTERVENTIONS AND CONSEQUENCES [WHENEVER POSSIBLE, INTERVENTIONS AND CONSEQUENCES THAT DO NOT EXCLUDE THE STUDENT FROM HIS/HER REGULAR EDUCATIONAL SCHEDULE SHOULD BE ATTEMPTED FIRST.]
2.1	Posting or distributing unauthorized written materials on school grounds	<ul style="list-style-type: none"> Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence Recommended instructive, corrective, or restorative response Detention – lunch, before school, or after school Skill-building in-school suspension up to three days
2.2	Leaving the school without permission	
2.3	Interfering with school authorities and programs through walkouts or sit-ins	
2.4	Initiating or participating in any unacceptable minor physical action	
2.5	Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, using such language or gestures	
2.6	Possession [physical control over, such as contained in clothing, locker or bags] and/or use of tobacco or nicotine products, matches, vapes, electronic cigarettes or lighters	
2.7	Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities	
2.8	Failure to provide proper school identification	
2.9	Unauthorized use of school parking lots or other areas	
2.10	Use of Acero Network for the purpose of distributing or downloading non-educational materials	
2.11	Disruptive behavior on a school bus	
2.12	Failing to abide by school rules and regulations not otherwise listed in the SCC	
2.13	Any behavior not otherwise listed in Level I through II of this SCC that disrupts the educational process	

LEVEL III – SERIOUSLY DISRUPTIVE BEHAVIOR		POSSIBLE INTERVENTIONS AND CONSEQUENCES
		[WHENEVER POSSIBLE, INTERVENTIONS AND CONSEQUENCES THAT DO NOT EXCLUDE THE STUDENT FROM HIS/HER REGULAR EDUCATIONAL SCHEDULE SHOULD BE ATTEMPTED FIRST.]
3.1	Gambling – participating in games of chance or skill for money or things of value	<ul style="list-style-type: none"> Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence Recommended instructive, corrective, or restorative response Detention – lunch, before school, or after school Skill-building in-school suspension up to three days <p>ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR</p> <ul style="list-style-type: none"> Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days Out-of-school suspensions assigned to repeated 3.12 behavior must be approved by the Chief Education Officer or designee. Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities. School officials shall make all reasonable efforts to resolve such threats, address such disruptions and minimize the length of suspensions to the greatest extent practicable.
3.2	Fighting – physical contact between two or more people with the intent to do harm but no injuries result	
3.3	Profane, obscene, indecent, immoral or seriously offensive language, gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability	
3.4	Second or more documented violation of a Level I or II Behavior category	
3.5	Forgery – false or fraudulent making or altering of a document or the use of such a document	
3.6	Plagiarizing, cheating and/or copying the work of another student or other source	
3.7	Overt display of gang affiliation	
3.8	Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with the student’s ability to participate in school or school activities [Refer to Acero Schools Anti-Bullying policy]	
3.9	Use of cellular telephone or other electronic device to harass, incite violence or interrupt other students’ participation in school activities, including the use of a device to record others without permission or unauthorized distributions of recordings	
3.10	Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, locker or bags) of stolen property that costs less than \$150	
3.11	Use of the Acero Network for a seriously disruptive purpose not otherwise listed in this SCC	
3.12	Any behavior not otherwise listed in Level I through III of this SCC that seriously disrupts the educational process	

POSSIBLE INTERVENTIONS AND CONSEQUENCES

LEVEL IV – VERY SERIOUSLY DISRUPTIVE BEHAVIOR

[WHENEVER POSSIBLE, INTERVENTIONS AND CONSEQUENCES THAT DO NOT EXCLUDE THE STUDENT FROM HIS/HER REGULAR EDUCATIONAL SCHEDULE SHOULD BE ATTEMPTED FIRST.]

4.1	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	<ul style="list-style-type: none"> Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence Recommended instructive, corrective, or restorative response [see Guidelines for Effective Discipline] Detention – lunch, before school, or after school Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days Out-of-school suspensions assigned to 4.15 behavior must be approved by the Chief Education Officer or designee. Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities School officials shall make all reasonable efforts to resolve such threats, address such disruptions and minimize the length of suspensions to the greatest extent practicable.
4.2	Extortion – obtaining money or information from another by coercion or intimidation	
4.3	Assault – an attempt or reasonable threat to inflict injury or harm someone with a show of force that would cause the victim to expect an immediate battery	
4.4	Vandalism – willful or malicious destruction or defacing of the property of others or criminal damage to property at a cost less than \$500	
4.5	Battery – unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury	
4.6	Fighting – physical contact between more than two (or more) people with intent to harm, or physical contact between two (or more) people with the intent to harm that results in injury	
4.7	Theft – obtaining or exerting unauthorized control over or possession of [physical control over, including in clothing, locker, or bags] stolen property with a value of \$150 or more	
4.8	Possession, use, sale or distribution of fireworks	
4.9	Trespassing on Acero property – entering Acero property when previously prohibited or remaining on school grounds after receiving a request to depart	
4.10	Knowingly or intentionally using the Acero Network or electronic devices to spread malware to the Acero Network	
4.11	Possession of any dangerous object as defined by this SCC; first documented behavior	
4.12	Possession of alcohol in school or at, before, or after a school related function; first documented behavior	
4.13	Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through electronic devices, or other sexual activities which do not involve the use of force	
4.14	Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel	
4.15	Any behavior not otherwise listed in Level I through IV of this SCC that very seriously disrupts the educational process	

LEVEL V – MOST SERIOUSLY DISRUPTIVE BEHAVIOR		POSSIBLE INTERVENTIONS AND CONSEQUENCES
		[WHENEVER POSSIBLE, INTERVENTIONS AND CONSEQUENCES THAT DO NOT EXCLUDE THE STUDENT FROM HIS/HER REGULAR EDUCATIONAL SCHEDULE SHOULD BE ATTEMPTED FIRST.]
5.1	Aggravated assault – assault with a deadly weapon or assault done by a person who conceals his/her identity, or any assault against school personnel	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, corrective, or restorative response [see Guidelines for Effective Discipline] • Detention – lunch, before school, or after school • Request for assignment to an intervention program by the Chief Education Officer or designee • Skill-Building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to and including 10 days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. Any out-of-school suspension of 4 or more days must be approved by the Chief Education Officer. • Out-of-school suspensions assigned to 5.19 behavior must be approved by the Chief Education Officer or designee. • Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities • Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school. • The principal may request an expulsion hearing at his/her discretion • For behaviors involving the improper use of the Acero network or electronic devices, revocation of network privileges for up to two years • School officials shall make all reasonable efforts to resolve such threats, address such disruptions and minimize the length of suspensions to the greatest extent practicable. • A student who is determined to have brought a firearm, knife, brass knuckles, Billy club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any weapon to school, a school-sponsored event or activity or any other activity or even that is related to the school, shall be expelled for a period of not less than one (1) year, the expulsion period [for firearms], or the expulsion requirement [for other weapons] may be modified on a case-by-case basis.
5.2	Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein	
5.3	Theft – obtaining or exerting unauthorized control over or possession of [physical control over, including in clothing, locker, or bags] stolen property with a value of more than \$1000	
5.4	Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. For bullying and harassment, see 01.004 Anti-Bullying Policy and 09.009 Anti-Discrimination and Harassment Policy before assigning any intervention or consequence.	
5.5	Gang activity or overt displays of gang affiliation	
5.6	Sex acts which include the use of force	
5.7	Engaging in or attempting an illegal behavior which interferes with the school's educational process	
5.8	Persistent or severe acts of sexual harassment – unwelcomed sexual or gender-based conduct [either physical or verbal] and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment	
5.9	False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified	
5.10	Use of any computer, including social networking websites, or use of any electronic device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking [intentionally gaining access by illegal means or without authorization] into the Acero Schools network to access student records or other unauthorized information, or to otherwise circumvent the information security system	
5.11	Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.	
5.12	Vandalism [willful or malicious destruction or defacing of property] or criminal damage to property that results in damage of \$500 or more or any vandalism that is done to personal property belonging to any school personnel	
5.13	Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance, including alcohol and cannabis, for the purpose of intoxication in or before school or a school-related function	
5.14	Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police	
5.15	Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" weapons, or use or intent to use any other object to inflict bodily harm.	
5.16	Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others	
5.17	Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated	
5.18	Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, contraband, or any other substance used for the purpose of intoxication	
5.19	Any behavior not otherwise listed in Level I through V of this SCC that most seriously disrupts the educational process	

A. Student Misconduct Form

A Student Misconduct Form must be completed for all behavioral infractions that result in an in-school suspension, out-of-school suspension, or expulsion. The parent(s) or guardian(s) of any involved students shall be contacted to discuss the incident and any disciplinary consequences.

B. Search and Seizure

To maintain order and security in the schools, school administrators may inspect and search places and areas such as lockers, desks, parking lots and other school property and equipment owned or controlled by the school, as well as personal effects left in those places by students. Students have no reasonable expectation of privacy in the places and areas mentioned above, or in their personal effects left in these places and areas. Prohibited items, as outlined in the Disciplinary Response Matrix, may be confiscated and may not be returned to the student. Some items may be returned to a parent/guardian after a meeting with school administration.

SUSPENSION PROCESS

- A. An out-of-school suspension is the temporary removal of the student from the school for a period not to exceed ten (10) consecutive student attendance days in duration. No student shall be suspended without being informed in writing of the specific act of gross misconduct resulting in the decision to suspend, a rationale for the length of the suspension, and an opportunity to provide his or her statement of the facts.
- B. Suspensions are regarded as a serious consequence and students will be removed from school grounds by immediate parent or guardian pick up. If there are extenuating circumstances preventing immediate removal from school grounds, the school Principal or his/her administrative designee will assume full responsibility for the student until they are removed. The student's parent or guardian will be required to meet with the school Principal or any staff members involved in the suspension.
- C. Out of school suspensions for three (3) days or less may be used only if the student's continuing presence in school would either:
 - 1. poses a threat to the safety of other students, staff, or members of the school community; or
 - 2. disrupts other student's learning opportunities.
- D. Out of school suspensions for longer than three (3) days may be used only if:
 - 1. Other appropriate and available behavioral and disciplinary interventions have been exhausted or unless there are no such appropriate and available services; and
 - 2. The student's continuing presence in school would either pose a threat to the safety of other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school.
 - 3. Must be approved by the Chief Education Officer.
- E. A parent or guardian has the right to appeal the suspension to the Chief Education Officer or designee who shall make the final decision. Within five (5) school days of the suspension, parents or guardians wishing to appeal the suspension should email the Chief Education Officer, by at aceroappeal@aceroschools.org, or by mail to 209 W. Jackson, Suite 500, Chicago, Illinois 60606. The letter must be postmarked within five (5) days of the date of suspension. Suspensions must still be served while the appeal is being considered.
- F. If the appeal is overturned, the suspension will be removed from the student's record. A summary of suspension notices will be presented to the Acero Schools Board of Directors or appropriate committee.
- G. Suspensions shall be limited in number and duration to the greatest extent practicable and used only for legitimate educational purposes.
- H. A student suspended out of school will not be allowed on the school grounds—except for mandatory testing—and will not be allowed to attend any school-related functions at any time during the suspension. In addition, the student shall have the opportunity to make up any missed work and the student will be required to complete all school assignments.
- I. Faculty and staff shall ensure that all other discipline alternatives are considered and/or exhausted before initiating a suspension. Interventions that were used or considered shall be documented in the suspension decision.

- J. For students who are suspended out-of-school for longer than four [4] school days, the notice of suspension shall document whether appropriate and available support services will be provided during the period of suspension, or whether it was determined that there are no such appropriate and available services. Such services may include counseling or social work, tutoring to facilitate make-up work, or referrals to outside resources.
- K. In some situations, in-school suspensions may be deemed appropriate and imposed as a consequence of behavior, at the discretion of the school Principal. In-school suspensions are intended to be restorative and educational.
- L. Absences from class due to disciplinary action are excused absences. Acero Schools expects that students who are absent from class due to disciplinary actions keep on track with classroom work, as it is reasonably possible.
- M. Administrators must facilitate the re-engagement of students who are removed from school for disciplinary reasons.

EXPULSION PROCESS

- A. Expulsions must be limited in number and duration to the greatest extent practicable and may only be used:
 - 1. for legitimate educational purposes;
 - 2. if other appropriate and available behavioral and disciplinary interventions have been exhausted or whether it was determined that there are no such appropriate and available services; and
 - 3. if the student's continuing presence in school would either pose a threat to the safety of other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school.
- B. The Academic Committee or the Executive Committee of the Acero Schools Board of Directors, if the Academic Committee cannot be convened, will have the final authority in recommending the expulsion of a student. A hearing will be held as soon as practicable after the initial suspension. Expelled students will not be allowed on school grounds or at any school-related function.
- C. A student may be expelled from Acero Schools for a definite period of time not to exceed two [2] calendar years, as determined on a case-by-case basis.
- D. Faculty and staff shall ensure that all other discipline alternatives are considered and/or exhausted before initiating an expulsion.
- E. Once the decision is made to pursue an expulsion, the school Principal recommending a student for expulsion must submit their recommendation in writing to Acero's Legal Department by completing the Student Misconduct Form and Incident Report Form, including any and all supporting materials. Additionally, the school Principal must notify the parent or guardian immediately.
- F. Once an expulsion hearing has been scheduled, the parents or guardians shall be notified of the expulsion hearing via regular and certified mail. The notice shall include the grounds for expulsion, including a description of the incident[s] underlying same, place, date and time of the hearing, and a statement indicating that the parents or guardians may bring any desired representation or advocates to the hearing.
- G. The student will be suspended for a period not to exceed ten [10] school days pending an expulsion hearing conducted by a hearing officer designated by the Acero Schools Board of Directors.
- H. The designated hearing officer will conduct the expulsion hearing.
- I. Representatives of the school Principal may present evidence or witnesses.
- J. The parent or guardian is strongly urged to attend.
- K. The parent or guardian and student are afforded due process by being allowed to refute charges and present evidence.
- L. The parent or guardian has the right to have an attorney present at the hearing at their own expense.
- M. The hearing officer makes a recommendation to the Chief Education Officer or their designee.
- N. If the recommendation is not to expel the student, the parent or guardian is notified.
- O. In those cases where the recommendation is to expel the student, the decision shall state the reason[s] underlying the recommendation to expel and the proposed period of time for the expulsion. Such recommendation shall be forwarded to the Academic Committee or Executive Committee of the Acero Schools Board of Directors, if the Academic Committee cannot be convened, along with any and all supporting documentation. The written recommendation will include:

1. specific reasons why it was in the best interest of the school;
2. the rationale for the duration of the recommended expulsion;
3. whether all “appropriate and available support interventions” were provided to the student or whether it was determined that there are no such appropriate and available interventions; and
4. whether the student’s continuing presence in school would either: pose a threat to the safety of other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school.

P. In those cases where the Academic Committee or Executive Committee of the Acero Schools Board of Directors, if the Academic Committee cannot be convened, shall meet as soon as practical to consider the recommendation and the evidence presented in order to make a final determination. Notice of the final determination shall be delivered by the most expedient means available and shall also be in writing, including the items listed above (Section 0.1-4), and delivered to the parent or guardian via certified mail.

Q. A parent, guardian, or student may appeal the Academic Committee’s decision in writing to the Chairperson of the Acero Board of Directors by email at aceroboard@aceroschools.org or by mail at 209 W. Jackson Blvd. Suite 500, Chicago, IL 60606, and must do so within five (5) days of receipt of the decision in order for the appeal to be considered.

R. Expulsion causes the student to be terminated from enrollment at all Acero campuses for the entire term of the expulsion. For placement information for the student after an expulsion, the parent or guardian should contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

S. Students may be expelled for periods of time in excess of ten (10) days but not to exceed a period of two (2) years in total.

T. Absences from class due to disciplinary action are excused absences. Acero Schools expect students who are absent from class due to disciplinary actions keep on track with classroom work, as it is reasonably possible.

U. Administrators must facilitate the re-engagement of students who are removed from school for disciplinary reasons.

PROHIBITED CONSEQUENCES

A. Corporal Punishment: Corporal Punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

B. Monetary Consequence: Students may not be issued a monetary fine or fee as a disciplinary consequence, though this shall not preclude requiring a student to provide restitution for lost, stolen or damaged property.

C. Academic Consequence: If a student has to do academic work as a consequence for misconduct, the goal is to teach something of value. It cannot simply be punitive. However, if a student is engaged in academic dishonesty, the teacher may assign a zero.

D. Physical Intervention: A student can never be punished physically. However, school personnel may use reasonable force to break up a fight, prevent violence, or restrain a disruptive student on school premises or during a school-sponsored activity or trip. The use of physical restraint is prohibited in Acero Schools except under limited circumstances outlined in the Physical Restraint policy. Any parent or guardian, individual organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated the Physical Restraint policy or 105 ILCS 5 Illinois School Code. The complaint must be submitted within a year of the incident and shall include all of the following:

1. the facts on which the complaint is based;
2. the signature and contact information for the complainant;
3. if known, the names and addresses of the students involved and the name of the school of attendance;
4. a description of the nature of the problem, including any facts relating to the problem; and
5. a proposed resolution of the problem to the extent known.

E. Recess: Recess may be withheld at the discretion of the Principal/designee, only when the student is at risk of harm to self or others.

F. Food: Acero Schools staff may not withhold food or food related incentives as a disciplinary consequence.

- G. Group Consequences: An entire group of students cannot be disciplined for the actions of some members of the group. For example, if one student disrupts class, the teacher cannot give everyone in the class a detention. This rule applies even if the person responsible for the action is unknown.
- H. Drop Out: Students shall not be advised or encouraged to drop out of school voluntarily due to behavioral or academic difficulties.

DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

- A. The procedures for expulsion or suspension of students with disabilities shall be construed in a manner consistent with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq., and any other Federal, State, and local laws and regulations governing students with disabilities.
- B. When a student with a documented disability commits multiple discipline infractions or commits a Severe Misbehavior, as defined in this Code of Conduct and Discipline, the School Principal will inform the student's Case Manager and the Director of Specialized Instruction of the situation. The School Principal will move forward with an investigation, which may result in a suspension and request for an expulsion hearing.
- C. Students with 504 Plans or IEP's may not be suspended for a period in excess of ten [10] cumulative school days in one school year. Saturday and before and after school detentions do not count toward the 10-day limit. If a longer suspension period is being recommended refer to Section F.1-5. below.
- D. A student with a 504 Plan or an IEP can be suspended for three [3] days or less when:
1. the student's continuing presence in school would pose a threat to school safety, or
 2. a disruption to other student's learning opportunities.
- E. A student with a 504 Plan or an IEP can be suspended for four [4] days or more when:
1. other appropriate and available behavioral and disciplinary interventions have been exhausted; and
 2. the student's continuing presence in school would either; pose a threat to the safety of other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school.
- F. When the school Principal recommends an expulsion hearing or suspension that may exceed 10 cumulative school days, the following procedures must apply:
1. The school shall provide written notice to the parent or guardian of the request for an expulsion hearing or suspension exceeding 10 cumulative school days, as described in Section XII. and XIII. above.
 2. An IEP Manifestation Determination Review (MDR) meeting must be held within 10 school days after the recommended disciplinary action. In accordance with state and federal law, the school shall provide written notice of the MDR meeting 10 calendar days prior to the meeting, including a written copy of the Notice of Procedural Safeguards.
 3. The MDR process will determine if the student's behavior that resulted in the misconduct was a manifestation of their disability and whether the student can be disciplined in the same manner as a student without disabilities.
 4. If the misconduct is found to be a manifestation of the student's documented disabilities, a disciplinary change in placement [suspension and/or expulsion] cannot occur. The IEP Team will determine appropriate services and support to be provided for the student to be successful in returning to school in accordance with state and federal regulations.
 5. If the misconduct is found not to be a manifestation of the student's documented disabilities, the expulsion hearing will be conducted in the same manner as it would be for a student without disabilities, taking into consideration the student's special education and disciplinary records.
- G. A student with a disability may be removed to an appropriate interim educational setting for up to forty-five [45] school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
1. carried a weapon to or possessed a weapon at school, on school premises, or to or at a school function;
 2. knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance, while at school, on school premises, or at a school function; or
 3. has inflicted serious bodily harm upon another person while at school, on school premises, or at a school function.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

V. STUDENT ENGAGEMENT



We want to work with all parents/guardians to promptly address any questions or concerns. If a situation arises that causes you concern, we recommend that you first contact your student's primary or homeroom teacher (K-8) or advisory teacher (high school). This encourages those people closest to a situation to examine and develop solutions to concerns together. Most issues are resolved at this level.

Clear, open, honest and two-way communication is the key to preventing problems, miscommunication, or other concerns. If a satisfactory resolution is not reached, please discuss it with the Principal or Assistant Principal. They are open and willing to listen to your concerns. If a concern is not resolved at the school leadership level, please contact the Acero Schools network main number to escalate the matter to network leadership.

ORIENTATION

Each new school year an orientation meeting or "Back to School" event is held for parents/guardians. These meetings or events include an explanation of the curriculum and assessments, as well as classroom policies for all students and families so that they can take an active role in the student's education.

PARENT/GUARDIAN MEETINGS AND SCHOOL COMMUNITY PARTICIPATION

Acero Schools recognizes the importance of families and teachers working together. Formal parent/guardian, student and teacher meetings will be scheduled (please refer to the school calendar) to facilitate open communication regarding each student's academic progress and alignment with Acero Schools' values. Teachers will contact each family to schedule a conference to review the student's progress to date. Please come prepared with any questions you have concerning your student's education and social adjustment. Classes will not be in session on these days so that the teacher may schedule a time when both parents/guardians and their student are able to attend, if possible. These meetings will be held at your student's school. Additional conferences or conversations may also be scheduled with teachers or school leaders at any time throughout the year. Parents/guardians are expected to attend these scheduled meetings. Should an emergency arise, parents/guardians are asked to contact the school office to reschedule.

Acero Schools believes strongly that student success is in part driven by the school and parents/guardians working in tandem in support of student achievement. Frequent touch points -- systems for gathering input or feedback and leveraging outreach efforts -- are used to help develop this partnership. Acero Schools recognizes that a concerted outreach effort requires interactions with parents/guardians beyond traditional meetings. As such, parents/guardians are encouraged to engage in a variety of workgroups, parent/guardian programs, school events and other activities.

VOLUNTEERS

Acero Schools offers a wide variety of volunteer opportunities that enable parents/guardians to help shape and enhance their student's school experience.

A volunteer is an individual that is not an employee of Acero Schools who freely offers to perform work with Acero Schools, including, but not limited to, coaching, extended observations and chaperoning school trips. Details regarding the Acero Schools' Volunteer Policy, background check and application process may be found on the Acero Schools website under the "Parent and Community" tab, "Get Involved" section.

Volunteer application forms are located in the school's main office as well as through the Central Support Office. Volunteers will be required to submit a photo ID at school and must sign in/out in the main office.

Additional information regarding volunteers can be found in the Volunteer Policy in the policies section of this handbook.

COMMUNICATION

Acero Schools currently use a variety of tools to communicate with parents/guardians. In addition to the network website [AceroSchools.org], each school has its own dedicated page where you can find information about the school calendar, events and classes.

Other communication tools include:

FRIDAY FOLDERS ELEMENTARY SCHOOL

At the beginning of the school year, each student will receive a Friday Folder which serves as a major communication tool. This folder is used to send home notices to families about upcoming events, student forms that need to be filled out and reports from the Acero Schools Central Support Office and the school leadership team. This folder can also be used for parents/guardians to send notices to the school.

While a useful tool, Friday Folders are meant to supplement, not replace, communication between school and home. In addition to the Friday Folder, parents/guardians can expect to receive notices by mail and at Parent/Guardian and other school-based meetings.

FRIDAY COMMUNICATION HIGH SCHOOL

On Friday, high school administrators will send home important notices to families about upcoming events, student forms that require parent/guardian attention and reports from the Acero Schools Central Support Office and the school leadership team. High school students are expected to give all notices sent by the school directly to their parents/guardians.

SCHOOL MESSENGER

School Messenger [SM] is a tool that Acero Schools uses to send voice and SMS [text] messages to families across the network. Messages can be sent to families for emergency and non-emergency purposes. SM has been implemented to enhance communication between Acero Schools, families and staff members. SM will be used to notify families of important emergency situations, such as school closures due to weather.

USE OF OTHER MASS COMMUNICATION TOOLS

Many Acero Schools campuses use various portals and other types of mass communication tools [ex: Remind, ClassDojo, etc.]. These tools are to be used for student academic purposes only. Each school also has an official school Facebook page that is used to share news and announcements. The network shares news on its Facebook page, as well as through Instagram, Twitter and YouTube.

Email is one of the most cost-effective, timely and efficient ways for Acero Schools to communicate with families. Please make sure that the school office has a current email address as well as phone numbers and home address.

If there are any address, home or work phone number changes during the school year, it is very important that families notify their student's teacher and the office. Parents/Guardians should provide proof of address to the office as soon as possible. The office needs current telephone numbers in case an emergency contact needs to be reached during the day.

VI. SCHOOL SAFETY AND SECURITY



ACCIDENTS

When an accident occurs that has or may cause harm to a student on school property, the student's parent/guardian will be notified by phone. If an accident occurs during a field trip, after-school program, event or athletic activity, the teacher, coach or athletic director will notify the parent/guardian by phone. In the event that the student needs to be transported via ambulance, a full-time staff member will accompany the student and must remain with the student until a parent/guardian arrives. If the student is released back to school, the parent/guardian must arrange for the student's transportation back to school. Acero Schools personnel cannot transport students in their personal vehicles.

SAFE BUS RIDING

In cases where buses are used, Acero Schools' students are expected to conduct themselves in full accordance with regular school expectations and Acero Schools' Student Code of Conduct.

Accommodations will be made for students who require transportation through their Individual Education Program [IEP].

EYE PROTECTION

Acero Schools is dedicated to providing a secure, healthy, comfortable and productive environment for its administration, staff and students. Pursuant to Illinois law, every person, when working, participating in or observing the following must wear protective eye devices:

- vocational or industrial art shops
- chemical or combined chemical physical laboratories involving caustic or explosive chemicals, hot liquids or solids

TOXIC ART SUPPLIES

Acero Schools recognizes its responsibility to protect the health and safety of students in the selection of materials used for instruction in arts and crafts activities.

No toxic art supplies are to be used by Kindergarten through 6th-grade students. Art supplies containing toxic substances should be purchased by schools for students in grades seven through 12 only if the materials are properly labeled as required under Illinois law.

SAFETY DRILLS

Acero Schools will conduct all necessary and required safety drills as mandated by law. Students and visitors are expected to follow all staff member directions at all times.

VIDEO SURVEILLANCE

As part of its supervisory and managerial responsibilities, Acero Schools uses a Video Surveillance System [VSS] in certain areas of school buildings and grounds as an additional and effective means to foster a safe educational environment for students, staff and visitors. The VSS does not replace the need for the ongoing vigilance of school supervision and security staff.

Cameras are installed in public areas where there is no reasonable expectation of privacy. These include athletic areas, exterior entrances or exits to school buildings, and large gathering spaces such as corridors, cafeterias, lobbies and main entrances.

Video cameras will not be placed in areas where there is a reasonable expectation of privacy including interior restrooms, changing rooms, private offices and locker rooms.

INCLEMENT WEATHER

Acero Schools follows the Chicago Public Schools inclement weather protocols concerning school closures and delays. Notification can be found through local media and on the Acero Schools website and social media accounts.

Recess and outdoor recreation activities shall be discontinued or canceled in the event of the following Inclement Weather: 1] wind chill temperatures at or below 25 degrees Fahrenheit or temperatures at or above 90 degrees Fahrenheit, 2] thunderstorms, tornado watch or tornado warning.

Students should dress appropriately for outdoor activities during cold weather. This may include wearing hats, gloves and a warm coat. It is the parent's/guardian's responsibility to ensure the student is sent to school with these items. If a student does not have these items, the student may not be allowed to participate in outdoor activities.

CPR AND AED VIDEO NOTIFICATION

In accordance with state law, parents/guardians are encouraged to view the Illinois High School Association training video on hands-only cardiopulmonary resuscitation and automated external defibrillators. Parents/guardians can view the video at the following link: <http://www.ihsa.org/resources/sportsmedicine/cprtraining.aspx>.

SCHOOL VISITOR PROCEDURES

To help ensure a safe and secure learning environment for Acero Schools students and staff, all visitors to an Acero Schools campus are required to adhere to the following procedures:

1. When ringing the school's entrance intercom, visitors may be asked to provide their name and reason for their visit.
2. Any and all visitors, including parents/guardians, on school premises [beyond the school entrance/lobby] during school hours must report to the main office, sign the Visitor Log, and provide a photo ID.
3. School office personnel will issue visitors a visitor badge that must be visible at all times while in the building.
4. Visitors must return to the main office prior to leaving the building, sign out of the Visitor Log indicating their departure time, and return the issued visitor's badge.

School personnel has been instructed to escort anyone not having a visitor's badge immediately to the office for identification. When large groups of parents/guardians and friends are invited onto school property, visitors may not be required to sign the Visitor's Log but must follow the Principal's or their designee's instructions for that day. Persons on school property without permission will be asked to leave immediately.

All parents/guardians are required to make an appointment or obtain approval from their student's teacher before visiting a classroom.

If a visitor causes a disruption to the routine at any school campus, the Principal or their designee have the right to request that the visitor leave school property immediately. If a visitor causing a disruption refuses to leave school property or exhibits violent behavior that threatens the safety of students and staff, Acero Schools staff members may immediately call 911.

Prohibited visitor behavior includes, but is not limited to, the following:

1. **Discriminatory Actions:** Visitors may not discriminate against Acero Schools employees, students, parents/guardians, or other visitors on the basis of any classification protected under federal, state, or local laws or ordinances including, but not limited to, race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, or language.
2. **Criminal Conduct:** Acero Schools may not knowingly allow a visitor who is known to be registered to be an offender under the 730 ILCS 154 Murderer and Violent Offender Against Youth Act or 730 ILCS 150 Sex Offender Registry Act.
3. **Drugs, Alcohol, or Other Controlled Substances:** Acero is a Drug and Alcohol-Free Workplace, as defined under Illinois and Federal Law. Accordingly, the unlawful manufacture, distribution, dispensation, possession, consumption, or use of a controlled substance, including cannabis, or alcohol is strictly prohibited on Acero Schools' property or premises or any site of Acero Schools' sponsored activities. Any visitor under the influence of alcohol, cannabis, or unlawful drugs or because of the misuse of legally obtainable drugs that have not been legally obtained, or which are not being used for prescribed purposes or taken according to prescribed dosages is subject to removal from school premises.

4. **Unethical Conduct with Students:** Visitors are expected to engage with students as appropriate in an educational institution. Visitors shall not discriminate against, bully, harass, or intimidate any Acero Schools student. Visitors will not engage in inappropriate conduct such as abuse, neglect, or conducting romantic relationships with any Acero Schools student.
5. **Physical or Verbal Abuse:** Visitors shall not engage in negative oral or written communication, including by electronic means, or use any threatening language directed at anyone on Acero Schools property. Visitors shall not provoke a fight, engage in fighting, or engage in physical aggression with anyone on Acero Schools property. Visitors shall not threaten, intimidate, coerce, or bully any person on Acero Schools property.
6. **Theft:** Visitors shall not engage in any theft of money or engage in the unauthorized possession of school property or the theft of personal property of another while on Acero Schools property.

SOLICITATION

Solicitation of or by any student, parent/guardian or staff member on school property for any cause, except those authorized by Acero Schools, is strictly prohibited.

MOVABLE SOCCER GOAL SAFETY

The use of Movable Soccer Goals on Acero Schools property is intended for soccer-related activities, including; soccer games, scrimmages, practices and P.E. classes. Movable Soccer Goals may not be moved, and any use that is inconsistent with a soccer-related activity is strictly prohibited, including but not limited to, climbing on, hanging on, or playing around the Movable Soccer Goals.

Unauthorized use of any Movable Soccer Goal is highly discouraged. Acero Schools shall post signage prohibiting use by unauthorized users stating that climbing on, hanging on, or playing around the Movable Soccer Goals is a safety hazard.

VII. STUDENT HEALTH



GENERAL MEDICAL INFORMATION

In order to effectively plan for and manage student health needs at school, parents/guardians must promptly notify the school upon their student being diagnosed with a chronic or acute condition. At the beginning of each school year, each campus shall request that parents/guardians report information regarding their student's chronic or acute health conditions, especially if they require medication during school hours, and to submit relevant medical information forms to school administration.

ADMINISTRATION AND STUDENT SELF-ADMINISTRATION OF MEDICATION DURING SCHOOL HOURS

The administration of medication during regular school hours, while at a school-sponsored activity, during before or after school programs, or while on school-operated property is limited to circumstances in which it is necessary for the critical health and well-being of the student. Parents/Guardians must fill out the appropriate paperwork and submit it to school administration prior to any school official administering medication or before any student self-administration can occur.

The appropriate medical forms and the entire Administration of Medication Policy may be found in the policies section of this handbook.

MEDICAL CONDITIONS

ALLERGIES

In order to effectively plan for and manage the student's allergy risks at school, parents/guardians are asked to promptly notify the school upon their student being diagnosed with a food allergy or their suspicion of a food allergy or other life-threatening allergy. While it is not possible for Acero Schools to completely eliminate the risks of exposure to allergens when a student is at school, an Allergy Management Policy has been established to help prevent allergic reactions. Parents/guardians should remind their students not to share food during lunch, or at other points during the school day. Food items outside of the lunch period at all Acero Schools campuses, including class parties, birthdays, snacks and other special events, must be store-bought, nut-free, and not manufactured in a facility containing nuts.

DIABETES

Parents/Guardians of a student with diabetes who seek assistance with diabetes-related care in a school setting must submit a diabetes care plan with the student's school. A Diabetes Management Policy has been established to help manage diabetic care at school.

SEIZURES

Parents/Guardians of a student with epilepsy who seek assistance with epilepsy-related care in a school setting must submit a seizure action plan with the student's school.

COMMUNICABLE DISEASES

All students in Illinois, including those with communicable diseases, have a right to a free public education. Students with communicable diseases are eligible for all educational rights, privileges and services provided for under Federal and State laws and Acero Schools' Communicable Diseases Policy. Acero Schools recognizes that students with certain communicable diseases may qualify as individuals with disabilities protected from discrimination by Section 504 of the Rehabilitation Act of 1973, and may require individual student plans.

In accordance with the guidelines set forth in the Illinois State Board of Education's (ISBE) and Illinois Department of Public Health's (IDPH) Management of Chronic Infectious Diseases in Schoolchildren, and the Communicable Disease Guide published

by the IDPH, and applicable laws relating to the control of communicable diseases, the Chief Education Officer may be required to exclude from school any student who has or is reasonably suspected of having one or more communicable diseases. Acero Schools will respect the right to privacy of individual students to the greatest extent possible and in accordance with applicable law.

Parents/Guardians may appeal a decision regarding their student's placement in an individual student plan to the Chief Education Officer. The appeal must be submitted in writing to the Chief Education Officer by email at aceroappeal@aceroschools.org, or by mail to: 209 W. Jackson, Suite 500, Chicago, IL 60606 within ten (10) calendar days after being notified of the decision.

CONCUSSIONS

Pursuant to state law, all students suspected of having a concussion during athletic play shall be immediately removed from play and shall receive medical attention. The student must see a treating physician or other licensed healthcare professional and obtain approval for return to play and the classroom, even if the suspected concussion occurred outside of school hours. Parents/Guardians and students must also complete a Post-Concussion Consent Form prior to the student returning to play and/or the classroom.

HEAD LICE

When a case of head lice is confirmed, the parent/guardian of the affected student and the parents/guardians of the student's classmates shall be notified. The student diagnosed with live head lice does not need to be sent home early from school and may go home at the end of the school day, unless the parent/guardian indicates otherwise. In accordance with the guidelines of the American Academy of Pediatrics and the National Association of School Nurses, students who still have nits or live lice, should be treated before they return to school. Proof of treatment is necessary upon return to school. Pharmacies carry various lice killing shampoos such as NIX and RID. Follow the product directions completely.

HEALTH EXAMINATIONS AND IMMUNIZATIONS

All students must receive physical examinations prior to entering an Illinois public school for the first time, prior to entering kindergarten, or in the case of students who did not attend kindergarten, first grade, prior to entering sixth grade, and prior to entering the ninth grade.

GRADE	TYPE OF VACCINATION REQUIRED	DUE DATE
Kindergarten, 2nd, 6th, and 9th	Dental Exam	May 15
Kindergarten and New Students	Vision Screening or Eye Exam	October 15
Kindergarten, 6th, 9th and New Students	Health Exam	Prior to date of entry

In accordance with state law, all students must provide proof of vaccinations upon enrolling in an Acero campus.

GRADE	TYPE OF VACCINATION REQUIRED
Students Entering Kindergarten or First Grade	DTP/DTaP, Polio, Measles, Varicella, Rubella, Mumps.
Students Entering 2nd through 12th Grade	Varicella, Hepatitis B. Proof of other vaccinations on this list is also required.
Students Entering 6th grade through 12th Grade	Tdap, Varicella, Meningococcal Conjugate Vaccine, Meningitis Conjugate MCV4, Hepatitis B. Proof of other vaccinations on this list is also required.

RELIGIOUS EXEMPTION CERTIFICATE FORM

State law requires parents/guardians who object to health, dental, eye exam, or vaccinations of their student for religious reasons to submit a Certificate of Religious Exemption, signed by a healthcare provider and the student's parent/guardian. Upon receipt of the Certificate, the Principal shall inform the parents/guardians that Acero Schools may need to exclude their student in accordance with the Communicable Disease Procedures above, in case of a vaccine preventable outbreak or exposure.

The Certificate is available from the Illinois State Board of Education (ISBE) using this link:

<https://www.isbe.net/Documents/immun-exam-gdlns-religious-exempt.pdf#search=religious>.

MEDICAL EXEMPTION

A medical exemption may be given by an examining physician, an advanced practice nurse or a physician assistant responsible for the performance of a health examination that excuses a student from meeting the requirements for immunizations outlined above.

More information about this exemption can be found at:

<http://www.ilga.gov/commission/jcar/admincode/077/077006650E05200R.html>

MENTAL HEALTH AWARENESS AND SUICIDE PREVENTION

Students in need of social-emotional support may meet individually with their school counselor, psychologist or a social worker. Certain recognizable behavior patterns may be evidence of a more serious problem in need of professional attention. For example:

- Sudden drop in grades.
- Obvious change in friends.
- Confused, apathetic, disoriented behavior.
- Problems in school, with the law or neighbors, poor attitude towards authority.
- Lack of participation as a family member in activities or household tasks.
- Unexplained need for money, missing money or possessing large, unexplained amounts of money.
- Lack of motivation.
- Erratic moods; i.e., easily angered, moody, uncooperative or sensitive.
- Dishonesty, evasive answers.
- Defensive, elusive or withdrawn behaviors.
- Loss of interest in valued activities, sports or hobbies.
- Skipping school or certain classes.
- Suspensions from school.
- Smell of alcohol or marijuana on breath or clothing.
- Possession of drug paraphernalia.
- Changes in eating or sleeping patterns.
- Talk or thoughts of suicide/death.
- Taking unusual risks.
- Frequent use of laxatives.
- Binging, purging and/or hoarding food.

RESOURCES ON YOUTH SUICIDE AWARENESS AND PREVENTION PROGRAMS

Students, parents/guardians should contact the CARES line at 1-800-345-9049 if there are indicators of imminent danger. ISBE-recommended resources on youth suicide awareness and prevention programs can be found at the following link: <https://www.isbe.net/Pages/Suicide-Prevention.aspx>.

VIOLENCE PREVENTION

Acero Schools is committed to providing a safe learning environment dedicated to ensuring the wellbeing of our students. Threats and acts of targeted school violence harm the school environment and school community, diminishing students' ability to learn and a school's ability to educate. While it is not possible for Acero Schools to completely eliminate threats in its environment, violence prevention methods and threat assessment practices are used to reduce these risks.

HOME AND HOSPITAL INSTRUCTION

Acero Schools shall consider the need for home and hospital instruction when students have a medical condition that will cause an absence of two [2] or more consecutive weeks [10 school days] of school, or when a student has a medical condition of such nature or severity that it is anticipated that the student will be absent from school due to the medical condition for periods of at least two [2] days at a time for multiple times during the school year, and that total at least ten [10] or more absences. Acero Schools will provide home or hospital instruction services based upon receipt of a written statement from the student's healthcare provider. Students shall receive no less than five [5] hours per week of instructional time.

PREGNANT STUDENTS

Acero Schools shall provide home instruction, online courses, or other methods of instruction for students who are unable to attend school because of pregnancy. Instruction shall be provided in accordance with Acero Schools' Homebound & Hospital Instruction Policy to students in the following circumstances:

1. Before the birth of a child when the student's healthcare provider has indicated in writing that the student is unable to attend regular classroom instruction; or
2. After the birth of a child or miscarriage when the student's healthcare provider has indicated in writing that the student is unable to attend regular classroom instruction, for a period of up to three [3] months.

The instruction shall offer educational experiences that are equivalent to those given to students at the same grade level and that are designed to enable the student's return to the classroom.

Acero Schools shall also provide reasonable accommodations to express milk, breastfeed an infant child, or address other needs related to breastfeeding, if there is at least one [1] lactating student on an Acero Schools campus. In addition, to ensure the student's access to Acero Schools' educational programs, whenever possible, the campus should make adjustments to the regular program that are reasonable and responsive to the student's temporary status.

Any student who is the subject of gender or sex discrimination that interferes or limits their ability to participate in, enjoy or benefit from Acero Schools programs may file a complaint directly with the Title IX Coordinator or Campus Title IX Coordinator in accordance with Acero Schools' Title IX Policy.

SCHOOL WELLNESS

Acero Schools recognizes that the food served in schools, physical activity and nutrition education affect the overall health and wellness of its students. Acero Schools also recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. It is Acero Schools' role to model a high quality and healthy lifestyle for its students by providing them with the tools, education and opportunities to achieve such a lifestyle themselves.

Additional information regarding wellness can be found in the School Wellness Policy in the policies section of this handbook.

VIII. FACILITIES



INTEGRATED PEST MANAGEMENT

Acero Schools has an Integrated Pest Management (IPM) Program. Integrated Pest Management is a common sense, comprehensive approach to pest control that emphasizes pest monitoring, habitat modification, and the use of least hazardous controls to evaluate and eliminate pest problems. Applications of pest control materials are only made when necessary to address a pest problem. Although we have no scheduled spraying or fogging with pesticides, in the event this is found to be necessary, we are creating a voluntary registration.

If parents/guardians would like to receive notification prior to the application of any pest materials subject to the notification, please complete the Pesticide Notification Form contained within the Forms Section of this Handbook and return it to the Acero Schools Central Support Office at 209 W. Jackson Blvd., 5th Floor, Chicago, IL 60606, attention Director of Facilities by October 1. By putting their names in the registry, parents/guardians will be requesting to be notified two days before an airborne pesticide application. Exceptions to the two-day notification notice are made if there is an immediate threat to health or property, then the notice will be provided as soon as practicable.

ENVIRONMENTAL CONCERNS NOTICE

Acero Schools' educational facilities have been surveyed to comply with the Asbestos Hazard Emergency Response Act of 1986 [AHERA]. A report and management plan has been prepared and filed with the State of Illinois as required by the act. All of the asbestos will be kept in a non-friable condition by encapsulation, enclosure, or removal in accordance with the Management Plan. In addition, Acero Schools will monitor the asbestos on a regular basis and file a report every six months. Acero Schools will continue its efforts until all the objectives of the Management Plan have been met. A copy of the Acero Schools Asbestos Management Plan is available for inspection, by appointment, at the Acero Schools Central Support Office located at 209 W. Jackson Blvd., Chicago, IL 60606.

IX. SCHOOL POLICIES AND PROCEDURES



Each Acero Schools campus shall implement, without limitation, all Acero Schools network policies. Acero Schools wishes to make parents/guardians and students particularly aware of the list of critical policies below. Please note that all policies are subject to change throughout the school year. If you believe a policy to be out of date, please contact your school administration for a copy of the most current version.

NOTIFICATION OF NON-DISCRIMINATION

Acero Schools does not discriminate on the basis on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all Acero stakeholders. Any individual who believes they have been subjected to discrimination on the basis of disability may file a grievance under Acero's Section 504/Title II grievance procedure. Retaliation against a person who files a complaint of discrimination on the basis of disability pursuant to this grievance procedure, or persons who participate in related proceedings, is prohibited.

The following individual is Acero's Section 504/Title II Coordinator:

Bridgette Sprovieri
Acero Schools Director of Diverse Learning
209 W. Jackson Blvd., Suite 500
Chicago, Illinois 60606
bsprovieri@aceroschools.org
+1 [312] 637-3900

The following individual is Acero's Title IX Coordinator:

Araceli R. De La Cruz
General Counsel/Chief Administrative Officer
209 W. Jackson Blvd., Suite 500
Chicago, Illinois 60606
adelacruz@aceroschools.org
+1 [312] 637-3900

SOCIAL MEDIA PASSWORD NOTICE

Acero Schools may request or require a student to provide a password or other related account information in order to gain access to a student's social media account[s] or profile[s] if there is reasonable cause to believe that the student's account contains evidence that a student has violated a school disciplinary rule or policy.

TRANSGENDER GUIDELINES

TRANSGENDER GUIDELINES			
BOD approval date:	N/A	Number:	01.002
Original issue date:	01.05.2016	Type:	Policy
Effective date:	01.05.2016	Section:	Academics
Date revised (sub.):	08.11.2017	Contact:	Manager, Policy & Protocol

I. PURPOSE

Acero strives to a school culture that respects and values all students and fosters understanding of Gender Identity within each school. These guidelines are intended to help schools ensure a safe learning environment free of harassment or discrimination and to promote the educational and social integration of all Transgender students.

II. DEFINITIONS

- A. Gender Identity – A person’s inner sense of being male or female, regardless of their sex assigned at birth.
- B. Gender Expression – The way a person expresses gender to others in ways that are socially defined as either masculine or feminine, including but not limited to behavior, clothing, hairstyles, activities, voice or mannerisms.
- C. Transgender – Identifies a person whose Gender Identity does not match the sex assigned to him or her at birth.

III. POLICY AND PROCEDURE

A. Discrimination/Harassment

- 1. It is the policy of Acero to maintain a safe, supportive, learning and educational environment that is free from harassment, intimidation, and/or bullying, and/or discrimination on account of actual or perceived Gender Identity or Gender Expression.
- 2. Individuals wishing to make a complaint alleging discrimination or harassment based on a person’s actual or perceived Transgender status shall refer to the Acero Title IX Policy (10.002).

B. Privacy

- 1. Except as set forth herein, school personnel shall not disclose information that may reveal a student’s Transgender status.
- 2. In accordance with the Family Educational Rights and Privacy Act (FERPA), only those school employees with a legitimate educational interest should have access to a student’s records or the information contained within those records.

3. Transgender students have the ability to discuss and express their Gender Identity and Gender Expression openly and decide when, with whom, and how much of their private information to share with others.
4. The School Principal should work closely with the student, and with their family in devising a plan regarding the confidentiality of the student's Transgender status that works for both the student and the school.
5. In some cases, Transgender students may feel more supported and safe if other students are aware that they are Transgender. In these cases, school staff should work closely with the student, families, and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

C. Student Records

1. Schools are required to use a student's legal name and gender on standardized tests and reports to the Illinois State Board of Education.
2. To the extent that the school is not legally required to use a student's legal name and gender on school records or documents, the school should use the name and gender corresponding to his or her Gender Identity that is consistently asserted at school.
3. The student's permanent record should be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable laws.
4. The documentation required for a legal change of name is a court order or birth certificate demonstrating the student's new name. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

D. Names/Pronouns

Students shall be addressed by school staff by the name and pronoun corresponding to their Gender Identity. Students are not required to officially change their name as a prerequisite to being addressed by the name and pronoun that corresponds to their Gender Identity.

E. Sports and Physical Education

Transgender students are to be provided the same opportunities to participate in physical education as all other students. Generally, students should be permitted to participate in physical education and sports in accordance with the student's affirmed Gender Identity. Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis, in accordance with all eligibility rules at the high school state athletic association level.

F. Restroom and Locker Room Accessibility

1. Acero aims to support Transgender students while also ensuring the safety and comfort of all students. The use of restrooms and locker rooms by Transgender students requires schools to consider numerous factors, including but not limited to the Transgender student's preference; protecting student privacy; maximizing social integration of the Transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.
2. Students should have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school.
3. A Transgender student who expresses the need or desire for increased privacy should be provided with reasonable alternative arrangements. Reasonable alternative arrangements include but are not limited to the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her Transgender status confidential.
4. A Transgender student should not be required to use a locker room or restroom that conflicts with the student's Gender Identity.
5. Restroom and locker room accommodations will be addressed on a case-by-case basis considering the factors set forth above.

G. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students should be permitted to participate in accordance with their Gender Identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

H. Dress Codes

Students have the right to wear the uniform that corresponds with their Gender Identity that is consistently asserted at school, within the constraints of Acero uniform/dress code policy.

I. Resources for Transgender or "Transitioning" Students

1. Schools have a unique and powerful opportunity to support Transgender students, including those going through a gender transition, while providing education to the entire school community. It is not unusual for a student's desire to transition to first surface at school. If school staff believes that a Gender Identity issue is presenting itself and creating challenges for the student at school, or if a student indicates an intention to transition, the school should make every effort to work with the student and the student's parents. Where the student indicates an intention to transition, the school should work with the family to prepare for a formal gender transition at school and put measures in place to support the student and create a sensitive supportive environment. Schools should:

- a. Make resources available to parents who have additional questions or concerns;
 - b. Develop age-appropriate lessons for students about gender diversity and acceptance; and
 - c. Be especially vigilant for any bullying or harassment issues that may arise for Transgender students. Pursuant to Acero policy, schools must work to prevent bullying and harassment, and respond promptly when allegations of bullying and harassment arise.
2. Some Transgender students do not want their parents to know about their Transgender status. These situations must be addressed on a case-by-case basis and require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children.

IV. APPLICABILITY

This policy is applicable to all Acero employees. Failure to adhere to this policy may result in disciplinary action up to and including termination of employment.

ANTI-BULLYING POLICY

ANTI-BULLYING POLICY			
BOD approval date:	N/A	Number:	01.004
Original issue date:	08.18.16	Type:	Policy
Effective date:	08.18.16	Section:	Academics
Date revised (sub.):	12.15.17; 09.18.19	Contact:	Manager, Policy & Protocol

I. PURPOSE

Acero Schools is committed to creating a safe and caring environment for all students that is free from bullying. This Policy defines and prohibits bullying, and outlines procedures for reporting bullying, informing parents and investigating reports of bullying.

II. SCOPE

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code.

III. DEFINITIONS

- A. Bullying (includes Cyberbullying and Bullying of a sexual nature): Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
1. placing the student or students in reasonable fear of harm to the student's or students' person or property;
 2. causing a substantially detrimental effect on the student's or students' physical or mental health;
 3. substantially interfering with the student's or students' academic performance; or

4. substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and not exhaustive.

- B. Cyberbullying: bullying through the use of technology or any electronic communication, including but not limited to, electronic mail, Internet communications, and instant messages. Cyberbullying includes the creation of a webpage or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.
- C. Retaliation: any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, witnesses, or has reliable information about bullying.

IV. POLICY

- A. Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in all Acero Schools campuses.
- B. No student shall be subjected to Bullying:
 1. during any school-sponsored education program or activity;
 2. while in school, on school property, on school buses or other school vehicles, at designated school bus stops awaiting the school bus, or at school sponsored or school-sanctioned events or activities;
 3. through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; or
 4. through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by Acero Schools if the bullying causes a substantial disruption to the educational process or the orderly operation of a school. This item applies only in cases in which a school administrator or teacher receives a report

that bullying through this means has occurred and does not require Acero Schools to monitor any non-school-related activity, function or program.

- C. Nothing in this Policy is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution.
- D. Acero Schools prohibits retaliation against any person who reports an act of Bullying. Acero Schools shall ensure consequences and appropriate remedial actions against any person who engages in retaliation.

V. PROCEDURE

A. Reporting Bullying

1. At the beginning of the school year, the school Principal shall designate school staff responsible for assisting with bullying matters or to make a report about bullying.
2. The school designee specified above, and any Acero Schools employee with first-hand knowledge of an incident of Bullying shall do the following:
 - a. intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
 - b. verbally report the incident of Bullying to his/her supervisor and the respective School Principal immediately, or in the event that the Bullying incident involves sexual or gender-based harassment or violence, refer to the [Comprehensive Title IX, Anti-Harassment, and Anti-Discrimination Policy](#) and follow the procedure therein, which requires direct reporting in writing to the Title IX Coordinator¹ and Chicago Public Schools Office of Student Protections within 24 hours; and
 - c. complete and submit the automated [Incident Report Form](#) within the same day the incident occurred.
 - d. the School Principal shall review and approve the Incident Report Form within two (2) business days of receiving the [Incident Report Form](#) from the employee.
3. Any Acero Schools parent/guardian with first-hand knowledge of an incident of Bullying has an obligation to notify the School Principal/Designee as soon as possible. Reports can be made by notifying the respective School Principal/Designee, emailing incidentreports@aceroschools.org, or calling the Acero Schools network office at (312) 637-3900. Anonymous reports will be accepted by the School Principal/Designee and the Acero Schools network office.

B. Investigating Bullying

¹ The Acero Title IX Coordinator is the General Counsel/Chief Administrative Officer/Designee.

1. Upon receipt of an Incident Report for Bullying, the School Principal/Designee shall conduct an investigation and complete such investigation within ten (10) school days from the date the report was received.
2. In the event that the Bullying incident involves sexual or gender-based harassment or violence, the School Principal/Designee shall refer to the [Comprehensive Title IX, Anti-Harassment, and Anti-Discrimination Policy](#) and follow the procedure therein.
3. During the investigation for a Bullying incident that does not involve sexual or gender-based harassment or violence, the School Principal/Designee shall:
 - a. identify the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it;
 - b. conduct an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together. Individual interviews will also be conducted in private with any students, witnesses or adults who witnessed the Bullying conduct;
 - c. determine how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected;
 - d. assess the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted;
 - e. follow the appropriate discipline procedure pursuant to the [Student Code of Conduct](#), where appropriate; and
 - f. document the details of the investigations.
4. If applicable, the Principal/Designee shall convene the Individualized Education Program ("IEP") Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly.
 - a. If the targeted student has a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to reduce vulnerability to bullying.

- b. If the student who engaged in bullying behavior is a student with a disability, the IEP team shall consider; (1) whether additional services are needed to address the inappropriate behavior, (2) determine if changes to the student's environment are warranted by examining the environment in which the bullying occurred, and (3) determine if a behavior intervention plan is needed, or review the student's current behavior intervention plan and revise if necessary.
 - c. The Principal Designee shall consult the Student Code of Conduct when considering discipline and/or intervention for students with disabilities.
5. The School Principal/Designee shall involve appropriate school support personnel and other staff persons with knowledge, experience, and training on Bullying prevention, as deemed appropriate, in the investigation process.

C. Informing Parents/Guardians

1. Upon initiating the investigation, the School Principal/Designee shall notify the parent/guardian of all involved students in writing of the occurrence of any alleged incident of Bullying. Upon completion of the investigation, the School Principal/Designee shall notify the parent/guardian of all involved students of the outcome of the investigation.
2. Parents/Guardians of the students who are parties of the investigation shall be given, upon request, an opportunity to meet with the School Principal/Designee to discuss the investigation, the findings, and actions taken to address the reported incident of Bullying, unless inappropriate due to the confidential nature of actions.

D. Investigation Outcome Review Procedures

If a parent/guardian is not satisfied with the outcome of an investigation, they may request a review by the Acero Schools Chief Education Officer. To request such a review, they should submit a written request via email to aceroappeal@aceroschools.org within five (5) days of receiving the request, or by mail to 209 W Jackson, Suite 500, Chicago, Illinois 60606. For mailed requests, the letter must be postmarked within five (5) days of receiving the outcome of the investigation.

Appeals regarding discipline as a result of the investigation should be submitted in the same manner.

E. Interventions

1. The School Principal/Designee shall apply interventions to address Bullying as applicable. Interventions may include, but are not limited to, social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

F. Information for Victims of Bullying

In the event that an act of Bullying has occurred, the School Principal/Designee shall ensure that the victim is provided with information regarding services that are available within the community such as counseling, support services, and other programs.

G. Policy Dissemination

1. Acero Schools shall ensure that this Policy is:
 - a. posted on the Acero Schools policy intranet site, and distributed to all staff, including new hires;
 - b. posted on the Acero Schools website in English and Spanish; and
 - c. distributed to Acero Schools students and families.

H. Revision

Acero Schools' Legal Department will review and re-evaluate this Policy every two (2) years and make any necessary and appropriate revisions. The policy must be filed with the Illinois State Board of Education after being updated.

VI. Enclosures

[Incident Report Form](#)

[Bullying Incident and Investigation Parent Notification Letter](#)

VII. Legal Reference

105 ILCS 5/27-23.7 Bullying Prevention

VIII. Applicability

This Policy is applicable to all Acero Schools employees. Failure to comply with this Policy may result in disciplinary action up to and including termination.

STUDENT IN TEMPORARY LIVING SITUATIONS

STUDENTS IN TEMPORARY LIVING SITUATIONS			
Date BOD approval:	N/A	Number:	01.005
Original issue date:	07.28.2017	Type:	Policy
Effective date:	07.28.2017	Section:	Academics
Date revised:	05.18.2018	Contact:	Manager, Policy & Protocol

I. PURPOSE

Acero is committed to providing all Students in Temporary Living Situations ("STLS") with access to the same education as students who are permanently housed.

II. DEFINITIONS

- A. Homeless children or youths in temporary living situations are those who lack a fixed, regular, and adequate nighttime residence including, but not limited to, those who are:
1. sharing the housing of another person due to loss of housing, economic hardship, or similar reasons, also known as "doubled-up;"
 2. living in hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 3. living in emergency transitional shelters;
 4. abandoned in hospitals;
 5. living in a private or public place not designated for ordinary use as a regular sleeping accommodation for human beings;
 6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 7. migratory children who qualify as homeless because they are living in circumstances described in the above situations.
- B. Unaccompanied youth – includes a youth not in the physical custody of a parent or guardian, including but not limited to, youth who are run-aways, locked-out, neglected, and/or discharged after a stay in a juvenile detention center, but not to the care of an adult.
- C. School of origin – is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- D. Enrollment – means enrolled into the school, attending classes, and participating fully in school activities.

III. POLICY

- A. A homeless child or youth has the same right to apply to Acero schools as students who are permanently housed.
- B. A homeless child or youth is entitled to immediate enrollment at any of the following:
 - 1. the school in which the student was enrolled when last permanently housed, including a preschool (school of origin) or;
 - 2. the school in which the student was last enrolled, including a preschool (school of origin).
- C. Acero will allow the homeless child or youth to enroll at an Acero campus that was the homeless child or youth's school of origin, provided that a seat is available. If a seat is not available, Acero will offer the student a seat at another Acero campus that has availability.
- D. A homeless child or youth admitted to an Acero school through the regular admissions process, or a homeless child or youth that seeks to return to their school of origin if a seat is available, shall be allowed to immediately enroll even if the student lacks health immunization records, school records, proof of guardianship, or proof of residence.
- E. The student is entitled to remain enrolled in his/her Acero school of origin for as long as he/she remains in a temporary living situation, or, if the student becomes permanently housed beyond the limits of the City of Chicago, then until the end of the academic year.
- F. If a homeless child or youth is accepted through the regular admission process and is identified as homeless, or is enrolled at an Acero campus that was the homeless child or youth's school of origin, Acero will provide the student with the following:
 - 1. a school social worker assigned to the Acero campus where the student is enrolled shall meet with the student and/or family to offer assistance and provide the student and/or family with resources in the student's community,
 - 2. if applicable, the school social worker will also provide social work support to the student during school hours.
- G. The homeless child or youth is entitled to receive the following while enrolled at an Acero campus:
 - 1. free school meals,
 - 2. waiver of school fees,
 - 3. free school uniforms, if needed,
 - 4. low cost or free medical referrals,
 - 5. additional tutoring services,
 - 6. participate in school related activities or,
 - 7. other support services.

IV. PROCEDURE

- E. School STLS Liason

1. Annually, each Acero School shall identify a school employee to serve as the school's STLS Liaison to assist with identifying and enrolling homeless students in the school and facilitating student access to STLS program benefits. The School Principal must complete the [STLS Liaison/Clerk Google Form](#).
2. The school STLS Liaison in coordination with the Local Education Agency, Chicago Public Schools (CPS) shall:
 - a. attend all mandatory training regarding the CPS STLS program, its requirements, and procedures;
 - b. ensure homeless students are sensitively identified and given information and assistance in regards to the choice of schools;
 - c. ensure homeless students, are immediately enrolled in the school of origin as defined in this Policy above;
 - d. notify the student and parent of the availability of transportation services if a homeless child or youth chooses to remain in the student's school of origin and such services are necessary for the homeless child or youth to continue attendance at the school of origin.
 - e. maintain on-going communication with homeless youth and families and provide referrals to community services that may address barriers to enrollment, attendance, and success in school, including health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
 - f. provide all STLS program benefits in a timely manner and in accordance with this Policy;
 - g. provide to eligible students attending their school of origin transportation assistance in a timely manner and in accordance with this Policy;
 - h. provide the student and family a written copy of the notice of rights of homeless students, which includes information regarding their rights under this policy and dispute resolution process;
 - i. display the annual poster provided by CPS' STLS Department;
 - j. if a dispute arises, the Liaison will explain to the parent/unaccompanied youth the dispute process and provide them with the proper forms, and if applicable, resources to free and low cost legal services.

F. Notification

1. Each Acero campus shall provide written notice of the educational rights of homeless students to all enrolled students and their parent/guardian.
2. The notice shall be provided once at the beginning of the school year via the Student/Family Handbook, and once again while school is in session, either at a Parent Engagement Meeting or Friday Folder Communication.
3. The school Principals/Designee must ensure that the notice is distributed to all families and that is accessible at a prominent location within the school.

G. Transportation

1. If a child or youth becomes homeless and chooses to remain in the students' school of origin, the school STLS Liaison upon learning of the

student's homelessness must notify the student and/or family of the availability of transportation services, if the services are necessary for the homeless child or youth to continue attendance at the school of origin.

2. If the STLS Liaison determines that a student is eligible to receive transportation assistance, Acero will work with CPS and assist the student in attaining access to transportation.
3. Acero shall strive to provide Chicago Transit Authority (CTA) transportation assistance to the school of origin immediately upon request, but no later than three (3) school days after the receipt of the request.
4. If the student becomes permanently housed and is receiving transportation to the school of origin, the student will be entitled to transportation until the end of the school year in which the student became permanently housed.

H. Training

1. Acero shall provide mandatory training two times per school year on the educational rights of homeless children/youths and their parents to School Principals, school STLS Liaisons, and clerks who work with homeless children and youths.
2. The training program will be developed by the assigned CPS STLS Coordinator. Principals shall annually provide training opportunities for all school staff on the educational rights of homeless students and notify writing the assigned CPS STLS Liaison in writing when such training has occurred.

I. Dispute Resolution

When a school official denies a student in a temporary living situation enrollment, eligibility, school selection, and/or transportation, the parent/guardian or student may file a complaint with the CPS STLS Department.

1. During the dispute, the student must be immediately enrolled in the school with participation in school activities and/or provided transportation until the dispute is resolved.
2. Every Acero campus has an STLS Liaison who will assist in making enrollment decisions, provide notice of the dispute resolution process if needed, provide assistance in completing the dispute resolution forms and provide resources for free or low-cost legal assistance. For more information about the rights of STLS students in Chicago Public Schools, call the STLS program at (773) 553-2242, fax at (773)553-2182, email at STLSInformation@cps.edu, go to www.cps.edu/STLS.

V. ENCLOSURES

- A. [STLS Service Initiation Form](#)
- B. [STLS Notice of Rights](#)
- C. [STLS Notice of Rights - Spanish](#)

VI. REFERENCES

McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.
Illinois Education for Homeless Children Act, 105 ILCS 45-1 et seq.

VII. Applicability

This policy is applicable to all Acero employees. Failure to comply with this Policy may result in disciplinary action up to, and including termination.

TEEN DATING VIOLENCE POLICY

TEEN DATING VIOLENCE POLICY			
Date BOD approval:	11.15.17; 6.26.19	Number:	01.007
Original issue date:	11.15.17	Type:	Policy
Effective date:	11.15.17	Section:	Academics
Date revised (sub.):	6.26.19	Contact:	Manager, Policy & Protocol

I. PURPOSE

All Acero students have the right to a safe learning environment. This Policy is prohibiting Teen Dating Violence and addresses the legal obligation imposed on school employees by the Illinois School Code.

II. DEFINITIONS

- A. Dating or Dating Relationship: An ongoing social relationship of a romantic or intimate nature between two people.
- B. Teen Dating Violence: Means either of the following:
 - 1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is or was in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
 - 2. Behavior by which a person uses or threatens to use sexual violence against another person who is or was in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

III. POLICY

- A. Teen Dating Violence is unacceptable and prohibited.
- B. Acero Schools shall incorporate age-appropriate education about Teen Dating Violence for students in grades 7 through 12.
- C. Acero shall require training on Teen Dating Violence for school personnel who work with pupils in grades 7 through 12. Employees shall refer to the In-Service Training Policy for training requirements.

- D. Acero employees with first-hand knowledge of Teen Dating Violence that takes place on a school campus, on school grounds, at any school-sponsored event or activity, or in vehicles used for school-provided transportation shall follow the [Reporting Incidents Procedure](#) and review Acero's [Title IX Policy](#).
- E. The School Principal shall receive all reports of Teen Dating Violence and complete section 2 of the Incident Report form pursuant to the [Reporting Incidents Procedure](#).
- F. Students and parents shall be notified of the Teen Dating Violence Policy via the Acero Student/Family Handbook and Acero's website.

IV. REFERENCE

Illinois Critical Health Problems and Comprehensive Health Act, 105 ILCS 110/3.10.

V. APPLICABILITY

This policy is applicable to all Acero school-based employees. Failure to adhere to this policy may result in disciplinary action up to, and including termination of employment.

USE OF PHYSICAL RESTRAINT

USE OF PHYSICAL RESTRAINT			
BOD approval date:	N/A	Number:	01.017
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Date revised (sub.):	N/A	Contact:	Manager, Policy & Protocol

******[ISBE EMERGENCY RULES](#) SHALL BE USED UNTIL PERMANENT RULES ARE ADOPTED AND POLICY EDITS ARE MADE. PLEASE SEE THE [ISBE FAQ SHEET](#) FOR ADDITIONAL INFORMATION******

I. PURPOSE

The purpose of this policy is to establish the requirements, restrictions, and procedures related to the use of physical restraint and isolated time out interventions with students, as authorized by state law, in an effort to maintain a safe and orderly environment.

II. DEFINITIONS

- A. Isolated Time Out: means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.
- B. Physical Restraint: holding a student or otherwise restricting their movements using a specific, planned physical hold by trained personnel. Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished by limited force and designated to: (1) prevent a student from completing an act that would result in potential physical harm to themselves, or another, or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

III. ISOLATED TIME OUT POLICY

- A. The use of isolated time out is prohibited at all Acero school campuses.

IV. PHYSICAL RESTRAINT POLICY

- A. Physical restraint shall only be used to the extent that is necessary to preserve the safety of students and others. Physical restraint may only be used when:
 - 1. the student poses a physical risk to themselves or others,
 - 2. there is no medical contraindication to its use, and
 - 3. the staff applying the restraint have been trained in its safe application.

B. Physical restraint is not to be used as a form of punishment. The use of physical restraint is subject to the following requirements:

1. A verbal threat does not constitute a physical danger unless the students demonstrate means of or intent to carry out the threat.
2. Students cannot be subjected to physical restraint for using profane language or other verbal displays of disrespect for themselves or others.
3. Mechanical or chemical restraints, including the use of any devices other than physical force, are prohibited.
4. Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.
5. Any application of physical restraint shall take into consideration the safety and security of the student. Physical restraint cannot rely upon pain as an intentional method of control.
6. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the following:
 - a. potential for injury to the student,
 - b. the student's need for privacy, and
 - c. the educational and emotional well-being of other students in the vicinity.
7. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.
8. A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to themselves or others.

C. Students in an Individualized Education Program (IEP):

1. The use of physical restraint must be authorized by the student's Individualized Education Program (IEP) and shall be used in compliance with a student's IEP.
2. Under no circumstances shall physical restraints be used as a means of punishment.
3. The use of physical restraint is prohibited except when:
 - a. authorized by the IEP,
 - b. used by trained school staff,
 - c. a student poses a physical risk to themselves, staff, or others, and
 - d. use of the restraint is not known to be medically contraindicated.

V. PHYSICAL RESTRAINT PROCEDURE

A. Documentation & Reporting Requirements

1. A written record of each episode of physical restraint shall be maintained in the student's temporary record using the [Physical Restraint Documentation Form](#). The forms shall include the following information:
 - a. the student's name;
 - b. the date of the incident;

- c. the beginning and ending times of the incident;
 - d. a description of any relevant events leading up to the incident;
 - e. a description of any interventions used prior to the implementation of physical restraint;
 - f. a description of the incident and/or student behavior that resulted in physical restraint;
 - g. a log of the student's behavior during the physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
 - h. a description of any injuries (whether to students, staff, or others) or property damage;
 - i. a description of any planned approach to dealing with the student's behavior in the future;
 - j. a list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint; and
 - k. the date on which parental notification took place.
2. The Physical Restraint Documentation Form shall be completed no later than the beginning of the school day following the episode of physical restraint.
 3. The Principal/Designee and Director of Specialized Instruction shall be notified as soon as a physical restraint episode occurs, but no later than the end of the school day on which it occurred.

B. Use Physical Restraint Evaluations

1. An evaluation is necessary whenever an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during a three-hour period.
 - a. A licensed educator trained in the use of physical restraint, school nurse, and/or the School Principal shall evaluate the situation.
 - b. The evaluation shall consider the appropriateness of continuing the use of physical restraint, including but not limited to, the potential need for alternate strategies, medication, assessment by a mental health crisis team, assistance from police, or transportation by ambulance.
 - c. The results of the evaluation shall be documented using the Evaluation of Physical Restraint Exceeding 15 Minutes Form and placed into the student's temporary record and/or IEP, if applicable.
2. When a student has experienced the first three (3) instances of physical restraint, school personnel who initiated, monitored, or supervised the physical restraint shall perform the following:
 - a. Conduct a review of the effectiveness of the procedures used, and complete the Evaluation of Effectiveness of Physical Restraint Procedures Form.
 - b. Prepare an individual behavior plan for the student that provides either for the continued use of physical restraint interventions, or the use of other interventions.
 - c. Review the student's need for alternate program of study or special education program.
 - d. The parents/guardians of the student shall be invited to participate in the review and shall be provided with ten (10) school business days' notice. Sample notification letters are enclosed Physical Restraint Notification Letters.
 - e. The results of the review and/or plan shall be placed in the student's temporary record and/or IEP, if applicable.

C. Notification to Parents

1. Parents/guardians will be notified of the maintenance of a discipline policy that includes the use of physical restraint as part of the information distributed annually via the Acero Student/Family Handbook.
2. Acero will notify parents/guardians in writing using the [Physical Restraint Notification Letter](#) within 24 hours after any use of physical restraint unless the parent/guardian has provided Acero with a written waiver of this requirement for notification.

VI. TRAINING & REVIEW

- A. Physical restraint as defined in Section II.B. above shall be applied only by individuals who have received systematic training as specified in Section VI.B. below, and who have received a certificate of completion or other written evidence of participation.
- B. An individual who applies physical restraint shall use only techniques in which he or she has received training within the preceding two years, as indicated by written evidence of participation.
- C. Training with respect to physical restraint will be provided by the Director of Specialized Instruction/Designee.
- D. An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training in that technique that meets the requirements of above within the preceding one-year period.
- E. Acero administrative staff shall review, on an annual basis, Acero's use of physical restraint. The annual review shall include at least the following information:
 1. The number of incidents involving the use of physical restraint interventions,
 2. The location and duration of each incident,
 3. Identification of the staff members who were involved,
 4. Any injuries or property damage that occurred, and
 5. The timeliness of parental notification and administrative review.

VII. ENCLOSURES

- A. [Physical Restraint Reporting & Evaluation Forms Packet](#)
- B. [Physical Restraint Notification Letters](#)
- C. [Physical Restraint Log](#)

VIII. REFERENCE

- A. 105 ILCS 5/34-18.20.
- B. 105 ILCS 5/2-3.130.
- C. 23 Ill. Admin. Code 1.280.
- D. 23 Ill. Admin. Code 1.285.

IX. APPLICABILITY

This Policy is applicable to all school-based personnel. Failure to comply with this Policy may result in disciplinary action, up to, and including termination of employment.

STUDENT PERSONAL ELECTRONIC DEVICES POLICY

STUDENT PERSONAL ELECTRONIC DEVICES POLICY			
BOD approval date:	N/A	Number:	03.010
Original issue date:	10.27.16	Type:	Policy
Effective date:	10.27.16	Section:	Health & Safety
Date revised:	08.13.18	Contact:	Manager, Policy & Protocol

I. PURPOSE

The main purpose of the Student Personal Electronics Device policy on school property is to ensure a safe and civil educational environment for all students, employees, volunteer, and patrons, and not detract from students' ability to achieve success.

II. DEFINITIONS

A. Personal Electronic Device – For the purpose of this Policy, Personal Electronic Devices includes but is not limited to the following list:

1. Cell Phones
2. Electronic Paging Devices
3. Wireless internet devices on phones, watches, or MP3 players
4. Bluetooth or wireless speakers
5. Tablets, Ipads, Kindles, or the like
6. MP3 players, including iPods
7. Portable DVD, CD players, and TVs
8. Small transistor radios
9. Laser Pointers
10. Laptops, Netbooks, and Chromebooks
11. Handheld Video Games, or Personal Gaming Systems (such as Nintendo DS, Nintendo Switch, PSP, GameBoy Advance, etc.)
12. Virtual Reality Headsets
13. Electronic Smoking Devices, including e-cigarettes, vaping or vaporizing devices, are not allowed on campus at any time. See Smoke and Tobacco Free Environment Policy.

III. POLICY

A. Students are prohibited from using Personal Electronic Devices during school hours, including lunch and advisory (if applicable), and may also include afterschool activities.

- B. This policy does not apply to electronic devices that are the property of Acero. Exceptions to this Policy may be made if the student requires a Personal Electronic Device for medical reasons (refer to Section D below).
- C. Cell Phones
1. Acero K-8 Elementary students must turn in their cell phones for collection/storage at the beginning of each school day. The cell phone shall be returned to the student at the end of the school day. School Principals shall have a process at their respective campus for the collection, storage, and return of students' devices each school day.
 2. High School students may not utilize cell phones during school hours. While at school, cell phones must be turned off and kept in the student's locker. Any cell phone found, seen, or heard on school premises during school hours may result in confiscation as stated in Section E below.
 3. All cell phones and other devices capable of receiving a Wi-Fi signals and capable of sending and/or receiving electronic messages or images, whether or not stored by the school, are to be turned off during school hours and are to be kept secured location (for elementary) or in a student's locker (for high school), unless otherwise authorized by the School Principal.
- D. A school Principal may prohibit the possession of cell phones and other personal electronic devices, but allow certain individuals to possess them. Exceptions allowing the student to carry/use a Personal Electronic Device during school hours may be made only with written approval from the School Principal. The parent/guardian must submit the request in writing to the office indicating the specific reason that the student must carry the Personal Electronic Device¹. If approved by the School Principal, the student must carry the approval letter with the Personal Electronic Device throughout the school day. Students shall only use the Personal Electronic Device as needed and as approved. The student should make all efforts to avoid being seen using the Personal Electronic Device by other students. Inappropriate use of the Personal Electronic Device or other violation of this policy may result in the phone being confiscated and/or loss of privileges.
- E. The first violation of this Policy will result in the Personal Electronic Device being confiscated and returned at the end of the school day. A second violation will result in the Personal Electronic Device being confiscated to be returned to the parent/guardian after a meeting with the School Principal. Subsequent violations will result in the Personal Electronic Device being confiscated for a period of time, as deemed appropriate by the School Principal.

¹ All medical conditions must be reported and documented according to the Administration of Medication Policy.

- F. Loss of access to cell phones and other electronic devices may occur if the school's administrators become concerned about the device's appropriate use, including concerns regarding safety, potential disruption to the educational process, and security issues related to connecting a personal electronic device to the Acero Technology System.
- G. The school will not be held responsible for loss, damage, or theft of any Personal Electronic Device. Students who elect to bring their Personal Electronic Devices into the school, do so at their own risk.
- H. Acero shall ensure that this Policy is included in the Student/Family Handbook. Students who violate this policy may be subject to disciplinary action pursuant to the Student Code of Conduct and Discipline policy.

IV. LEGAL REFERENCE

- A. 105 ILCS 5/10-21.10
- B. 105 ILCS 5/34-18.9
- C. 105 ILCS 5/34-18.14

V. APPLICABILITY

- A. This policy applies to Student Personal Electronic Devices and the enforcement of this Policy by Acero employees and does not apply to employee personal electronic devices (refer to [02.002 Electronic Communication and Cell Phone Usage](#) for the employee policy).
- B. This policy is applicable to school-based Acero employees. Failure to adhere to this policy may result in disciplinary action up to, and including termination of employment.

SCHOOL WELLNESS POLICY

SCHOOL WELLNESS POLICY			
BOD approval date:	N/A	Number:	03.014
Original issue date:	06.30.17	Type:	Policy
Effective date:	06.30.17	Section:	Health & Safety
Date revised:	09.07.17	Contact:	Compliance Manager

I. PURPOSE

- A. This policy establishes a Local School Wellness Policy for all students in Acero Charter School campuses pursuant to the The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) regulations.
- B. Acero recognizes that the food served in schools, physical activity, and nutrition education affect the overall health and wellness of its students. Acero also recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. It is Acero's role to model and provide the tools, education, and opportunities to achieve a high quality and healthy life for its students.

II. POLICY

A. Nutrition Education

1. Students shall receive nutrition education as part of a sequential program that is coordinated within a comprehensive physical education curriculum at a minimum of 50 contact hours each year. The goal of the program shall be designed to provide students with the knowledge and skills necessary to adopt healthy eating behaviors.

B. Physical Activity

1. Physical Education

- a. Students shall receive grade-appropriate physical education aimed at providing students opportunities to ensure that they engage in healthful levels of physical activity that promote and develop students' physical, mental, emotional and social well-being.
- b. Physical education course content will include the appropriate balance of activity and health/nutrition curriculum, including all state mandated content.
- c. Physical education assessments will focus on individual growth for students at all fitness levels, will promote personal well-being and teach students how to cooperate in the achievement of common goals.

2. Recess

- a. Students in grade levels K-5 shall be provided daily recess which must be at least 20 minutes in length. This requirement may be waived on early dismissal days.
- b. Schools may provide students in grade levels 6-8 with daily recess.

3. Other Activities that Promote Student Wellness

- a. Schools are encouraged to integrate wellness activities across the entire school setting that aim to promote healthy eating habits and age appropriate physical activity.
- b. Wellness activities may include but are not limited to:
 - i. participation in a yearly health/physical school event (i.e. Jump Rope for Heart, Girls on the Run, etc.);
 - ii. classroom physical activity breaks that offer periodic opportunities for students to be active or to stretch between classroom time;
 - iii. promotion to students and staff of active transport, such as walking or biking, to and/or from school; or
 - iv. nutrition education during the hours of the Breakfast After the Bell program.

4. Nutrition Promotion

- a. Acero shall promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion may occur through:
 - i. implementation of Smarter Lunchroom techniques;
 - ii. ensuring foods and beverages that are marketed to students on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition standards;
 - iii. healthy food and beverage communications to families; or
 - iv. partnerships with the school's Food Service Provider that promote healthy eating habits.

5. Food & Beverages on Campus

- a. All Acero campuses shall participate in the National School Breakfast Program (NSBP) and the National School Lunch Program (NSLP) that offers a nutritionally balanced, low-cost or free breakfast and/or lunch to all students each school day. Breakfast and lunch meals will meet the federal nutrition standards as required by the USDA.
- b. No food may be offered or sold in place of a school meal, or at any time during the scheduled meal times of the NSBP or NSLP.
- c. Food and beverage fundraisers that follow the Smart Snacks in School nutrition standards may take place at every school during school hours. Schools should refer to the School Fundraising Policy #08.005 for additional guidelines and procedures regarding food and beverages sold on campus.

- d. Parents/guardians who choose to provide their child with a meal outside of the NSLP are encouraged to pack a healthy lunch in age- appropriate portions for their child and should refrain from providing foods, snacks, or beverages with minimal nutritional value, including but not limited to chips, candy, gum, or soda pop. For safety purposes, students should refrain from sharing food and beverages brought from home.
- e. All schools are encouraged to promote healthy classroom and school celebrations/rewards by minimizing the use of foods and beverages with low nutritional value (i.e. pizza parties, cupcakes, ice cream).

III. PUBLIC PARTICIPATION

- A. The Compliance Officer/designee will facilitate development of and updates to the Local School Wellness Policy and will monitor each school's compliance with the policy.
- B. Information about the Local School Wellness Policy and ways to participate will be made publicly available on the Acero website.
- C. The Local School Wellness Policy will be communicated to parents/guardians on an annual basis via the Student Handbook and will be made publicly available on the Acero website.

IV. ASSESSMENT

- A. At a minimum, the Compliance Officer/Designee will conduct an assessment of the Local School Wellness Policy every three (3) years. The assessment will determine:
 - 1. compliance with the Local School Wellness Policy;
 - 2. how the Local School Wellness Policy compares to model wellness policies; and
 - 3. progress made in attaining the goals of the Local School Wellness Policy.
- B. Assessments will be available to the public.

V. APPLICABILITY

This policy is applicable to all Acero employees. Failure to comply with these procedures may result in disciplinary action up to and including termination.

ADMINISTRATION OF MEDICATION

ADMINISTRATION OF MEDICATION			
BOD approval date:	N/A	Number:	03.015
Original issue date:	10.20.17	Type:	Policy
Effective date:	10.20.17	Section:	Health and Safety
Date revised (sub.):	09.19.18	Contact:	Manager, Policy & Protocol

I. PURPOSE

- A. The purpose of this Policy is to establish the requirements for students to receive medication during school hours. Under this policy, students may receive medication during school hours either when administered by school personnel, parents/guardians, or when self-administered by the student who is authorized to carry and self-administer their medication without supervision by school personnel.

This Policy also establishes the requirements for parents/guardians to notify school personnel of their child's acute or chronic health condition(s), even when medication is not necessary during school hours for a school to undertake appropriate emergency response planning.

- B. This Policy applies to the administration and self-administration of any medication, whether prescription medication or over-the-counter medication, during school hours, while at a school-sponsored activity, or before and after school programs while on school-operated property (hereinafter referred to as "school hours").

This policy further applies to students with chronic or acute conditions that require medication to manage or control symptoms and reactions, regardless of whether medication is administered during school hours.

II. DEFINITIONS

- A. Asthma Inhaler: a medical device used in inhaling medicinal vapors.
- B. Epinephrine Auto-Injector: a medical device for immediate self-administration by a person at risk of anaphylaxis.
- C. Asthma Medication: a medicine prescribed by (1) a licensed physician to practice medicine in all its branches, (2) a physician assistant who has been delegated the

authority to prescribe asthma medications by his or her supervising physician, or (3) an advanced practice registered nurse who has a written collaborative agreement with a collaborating physician that delegates the authority to prescribe asthma medications, for a pupil that pertains to the pupil's asthma and that has an individual prescription label.

- D. Self-Administration: a student's discretionary use of and ability to carry his or her prescribed asthma medication or epinephrine auto-injector.
- E. Self-Carry: a student's ability to carry his or her prescribed asthma medication or epinephrine auto-injector.

III. POLICY

A. General Requirements

1. Request for Student Health Information:

At the beginning of each school year, Acero Schools shall request that parents/guardians report information regarding their child's chronic or acute health conditions. In order to effectively plan for and manage student health needs during school hours, parents/guardians are asked to promptly notify the school upon their child being diagnosed with a chronic or acute condition.

2. Parent Submissions:

When a parent/guardian reports that their child is diagnosed with a chronic or acute health condition that requires medication during school hours, the school shall request that the parent/guardian provide the following information annually, captured in the applicable Medical Information Forms enclosed in Section V. below:

- a. Written authorization to obtain information from the child's physician regarding the condition.
- b. Written consent to share medical information with designated school personnel.
- c. Written physician diagnosis and care instructions, including, an Emergency Action Plan ("EAP"), when applicable, and any attendant request for the provision of medication during school hours. Physician requests for the provision of medication during school hours shall include the following:
 - i. Name of medication, dosage, route of administration;
 - ii. Frequency and time of administrations;
 - iii. Special circumstances in which medication is to be administered;
 - iv. Side effects and/or intended effects which might be observed and reported to a nurse, teachers, and parents;
 - v. Name, signature, address, office phone, fax and emergency numbers of physician and/or medical provider;
 - vi. Other medication may be receiving at home and regimen of medical follow up.
- d. When applicable, written parent/guardian consent to administer or carry and self-administer medications during the school day;

- e. Any medications necessary to treat the student's condition in their original container with prescription and dosage information;
- f. A description of the student's past chronic or acute reactions; including triggers and warning signs;
- g. Current parent/guardian emergency contact information and prompt notice of any updates;
- h. Recommendation of age-appropriate ways to include the student in planning of care and implementing their 504 plan; and
- i. A completed Asthma Action Plan, if the student is diagnosed with asthma.

3. 504 Plan or Individualized Education Program ("IEP")

- a. Every child with physician-documented acute or chronic health condition requiring medication during school hours must be offered a 504 Plan to address the daily management of the chronic or acute condition and/or the prevention of reactions during school hours. In the event the student has an Individualized Education Program (IEP), the IEP shall address the prevention of reactions and daily management. The 504 Plan or IEP shall address how the medication will be handled by school personnel, identify what the school will do to accommodate the individual needs of the student requiring medication(s) and incorporate the physician's instructions.
- b. For students with a food allergy or other life-threatening allergy, the 504 Plan or IEP shall also include an Individual Health Care Plan. Please refer to the Allergy Management Policy for applicable forms.
- c. For students with diabetes, the 504 Plan or IEP shall also include a Diabetes Care Plan. Please refer to the Diabetes Management Policy for applicable forms.
- d. For students with asthma with a 504 Plan or IEP, the plan shall also include an Asthma Action Plan. The 504 Plan or IEP shall be updated annually and upon the recommendation of the child's physician in writing.
- e. For students with a physician-documented acute or chronic health condition requiring medication outside of school hours or requiring over the counter medication during school hours, the nurse, in consultation with the parent, shall determine if accommodations which require a 504 Plan to manage the child's condition or prevent reactions during school hours are necessary. If the parent/guardian declines a 504 Plan for a student requiring over the counter medication during the school hours, a medications plan shall be established by designated school staff.

4. Non-Cooperation

If the parent/guardian of a student with a known acute or chronic health condition fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate 504 Plan or any documentation required to offer a 504 Plan, the designated school shall implement an Emergency Action Plan ("EAP") for the student, stating that 911 must be called immediately upon recognition of signs and symptoms of chronic or acute

reactions. Written notification and a copy of the student's EAP shall be sent to any parent/guardian who refuses to cooperate.

5. Over-the-Counter Medication

Students requiring over-the-counter medication during school hours must be authorized in writing by the student's parent/guardian to receive medication. When authorized, administration of over-the-counter medication to the student is further subject to the requirements set out in Section IV.7-12 below. Students are not authorized by this policy to carry and self-administer over-the-counter medications during schools hours.

6. Administering Medication

The administration of medication to students during regular school hours and during school-related activities should be limited to circumstances in which it is necessary for the critical health and well-being of the student. School Principals, school nurses (RN), and non-certified registered professional nurses (if applicable) are required to administer medication to students. Teachers, Office Coordinators, or other school employees are not required to administer medication to students. However, this section does not prohibit any school employee from providing emergency assistance to students.

7. Authorization to Carry and Self-Administer Medication

a. A student may carry and self-administer medication during school hours as follows:

- i. Asthma Inhalers: when authorized in writing by the parent/guardian;
- ii. Epinephrine Auto-Injector ('Epi-Pen") to treat life-threatening allergies: when authorized in writing by the parent/guardian; and
- iii. Diabetes Testing devices and Insulin: when authorized in writing by the student's health care provider and parent/guardian.

b. Parents/Guardians shall submit the following required self-administration authorization forms:

- i. Parent Request for Self-Administration of Medication;
- ii. Physician Request for Self-Administration of Medication;
- iii. Physician Request for Student to Carry an Inhaler; and
- iv. Physician Request for Student to Carry an Epi-Pen,

8. Delivery of Medication

Unless a student is authorized to self-carry and self-administer medication, as described in Section IV.A.7 above, all medication, medication refills, and medication delivery devices and equipment, (e.g. inhaler) must be accounted for by the school nurse or designated administrator.

9. Changes in Medication

To change dosage, medication or administration times, the parent/guardian must submit a prescription or new written orders from the licensed health care provider.

10. Discontinuing Medication

If a medication is to be discontinued, the parent/guardian must submit written notification. If written notification is not provided, a Section 504 Plan or IEP must be convened to consider discontinuing the administration of medication during school hours.

11. Medication Storage and Location

The school shall maintain student medications in a secure location accessible to the School Principal/Designee. Medications requiring refrigeration must be kept in a refrigerator separate from food products. At all times, the School Principal/Designee must have knowledge of and access to all storage units where medication is kept. In the School Principal's absence, a school staff member, designated by the School Principal, shall have access to the medication.

12. End of School Year Medication Removal

At the end of the school year or the end of the medication, procedure and/or treatment regimen, the student's parents/guardians will be responsible for removing from the school any unused medication. If the parent/guardian fails to remove any unused medication at the end of the school year, the school nurse or designated administrator shall properly dispose of the unused medication.

13. Medication Logs

The nurse (as applicable) or School Principal/Designee dispensing medication(s) to a student will log each time medication is administered during school hours.

For students authorized to carry and self-administer their own medication, the student, in conjunction with the designated adult, will keep a daily log of medicine administration.

This log may be kept with the designated adult or in the main office. The log is the property of the school. Parents may request a copy for their records. When medical administration is complete, the log will be placed in the student's file.

B. Emergency Response

1. In the event that a student's emergency response measures are activated, and in the event that a medical emergency occurs, 911 shall be called immediately.
2. An Acero school staff member shall remain with the student at all times during a medical emergency or perceived medical emergency. If a student is transported to a hospital, a full-time school staff member shall accompany the student until the parent/guardian or emergency contact arrives.
3. Acero school staff shall complete an incident report in all instances when emergency response measures are activated.

C. Emergency use of Stock Epi-Pen

1. Use of Epi-Pen

- a. Epi-Pens may be provided to and utilized by any student authorized to self-administer that meets the prescription on file or by authorized personnel under a student's Individual Health Care Plan, Food Allergy Emergency Action Plan and Treatment Authorization Form, or 504 Plan to administer an Epi-Pen to the student, that meets the prescription on file.
- b. When a student does not have an Epi-Pen or a prescription for an Epi-Pen on file, the nurse, or School Principal/Designee, may utilize stock Epi-Pens, provided by Chicago Public Schools ("CPS"), to respond to an anaphylactic reaction.

2. The school nurse (as applicable) is authorized to do the following:

- a. Provide an Epi-Pen to a student or any personnel authorized under a student's Individualized Health Care Action Plan, Illinois Food Allergy Emergency Action Plan and Administration of Medication Form, or 504 Plan to administer an Epi-Pen to the student, that meets the prescription on file;
- b. Administer an Epi-Pen that meets the prescription on file to any student who has an Individual Health Care Action Plan, Illinois Food Allergy Emergency Action Plan, and Treatment Authorization form, or 504 plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 that authorizes the use of an Epi-Pen; and
- c. Administer an Epi-Pen to any student that the school nurse, in good faith, believes is having an anaphylactic reaction.
- d. If the school nurse is not available, the School Principal shall be required to perform the tasks in Section C.2.a-c above.

3. Acero Schools are provided stock Epi-Pens by CPS. Acero Schools shall maintain, use, and replace the supply of stock Epi-Pens as required.

D. Psychotropic or Psychostimulant Medication

1. Acero is prohibited from taking disciplinary action that is based totally or in part on the refusal of a student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.
2. Section IV.D does not prohibit school medical staff, an IEP team, or a professional worker from recommending that a student be evaluated by an appropriate medical practitioner, or prohibit school personnel from consulting with the practitioner with the consent of the student's parent/guardian.

E. Medical Cannabis

1. In accordance with state law, a parent or guardian or any other individual registered with the Department of Public Health as a designated caregiver of a student who is a registered qualifying patient may administer a medical cannabis infused product to the student on school premises.

2. Parents or guardians must notify the school at the beginning of the school year, or upon obtaining a prescription for the medication, of their student's need to be administered medical cannabis during school hours.
3. Parent or guardians must complete the Acero Schools [Medical Information Form](#), provide prescription information and identify the individual that has been designated as the student's caregiver.
4. Both the student and the parent or guardian, or other individual that is a registered caregiver, must have registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act.
5. Each Acero School campus must designate a discrete and secure location that may be used for the administration of medical cannabis if needed. Additionally, the school shall work with the student's parent or guardian, or other individual designated as a caregiver, to designate times for the safe administration of medical cannabis without disruption to other students.
6. After the application of the cannabis infused product, the parent or guardian or other individual designated as a caregiver must remove the product from school premises.
7. A parent or guardian or other individual designated as a caregiver must not administer a medical cannabis infused product in a manner that, in the opinion of Acero Schools, would create a disruption to the school's educational environment or would cause exposure of the product to other students.
8. Acero Schools personnel are not required or authorized to administer a medical cannabis infused product to a student.

F. Medication-Related Training Requirements

1. [Asthma Training](#): At least every two (2) years, school personnel who work with pupils shall complete an in-service training program on the management and prevention of asthma in the school setting.
2. [ADHD Training](#): At least once every two (2) years, school personnel and administrators shall complete an in-service training program on current best practices regarding the identification of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.
3. [Anaphylactic Reactions and Management Training](#): At least every two (2) years school personnel who work with pupils shall complete an in-service training program on the management and prevention of allergic reactions by students including training related administration of medication with an Epi-Pen.
4. [Diabetes Training](#): Once a year, all school employees shall receive training in the basics of Diabetes care, how to identify when a student with diabetes needs or emergency medical treatment as specified in In-service Training Policy.
5. [Delegated Care Aide Training](#): Once a year, delegated care aides should complete an initial delegated care aide training on the tasks necessary to assist

a student with diabetes in accordance with the student's diabetes care plan. Thereafter, Delegated Care Aides should complete the annually updated training.

All the required training mentioned above are offered through the [In-Service Training Policy](#). All Acero employees should refer to this policy for specific training requirements.

IV. ENCLOSURES

- A. [Medical Information Form – English](#)
- B. [Medical Information Form – Spanish](#)
- C. [Medical Information Consent to Release Form](#)
- D. [Parent Request for Administration of Medication](#)
- E. [Parent Request for Self-Administration of Medication](#)
- F. [Physician Request for Administration of Medication](#)
- G. [Physician Request for Self-Administration of Medication](#)
- H. [Physician Request for Student to Carry an Inhaler](#)
- I. [Physician Request for Student to Carry an Epi-Pen](#)
- J. [Physician Report on Student with Asthma](#)
- K. [Asthma Action Plan – English](#)
- L. [Asthma Action Plan – Spanish](#)
- M. [Forms-Spanish Versions](#)

V. REFERENCES

- A. Illinois Public Act 099-0843, 105 ILCS 5/22-30.
- B. Illinois Public Act 098-0795, 105 ILCS 5/22-30.
- C. Illinois Public Act 097-0361, 105 ILCS 5/22-30.
- D. The Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.
- E. Section 504 Rehabilitation Act of 1973, 29 U.S.C. 79 et seq.
- F. Illinois School Code 105 ILCS 5/34-18.25; 105 ILCS 5/10-20.36; 105 ILCS 5/22-30; 105 ILCS 5/10-22.21b; 105 ILCS 5/22-33.

VI. APPLICABILITY

This Policy is applicable to all Acero employees. Failure to comply with this Policy may result in disciplinary action up to and including termination of employment.

SMOKE AND TOBACCO-FREE POLICY

SMOKE AND TOBACCO-FREE POLICY			
BOD approval date:	N/A	Number:	03.022
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Date revised (sub.):	08.13.18	Contact:	Manager, Policy & Protocol

I. PURPOSE

Health professionals have determined that tobacco use poses serious health hazards for both user and nonuser of tobacco products. Acero, in compliance with City of Chicago Ordinance No. 7-32, and has adopted a Smoke and Tobacco-Free Campus Policy. Smoking is not permitted on Acero property.

II. DEFINITIONS

- A. Acero Facility: any property owned, leased, occupied, operated or otherwise controlled by Acero Schools.
- B. Electronic Smoking Device: any electronic device, the use of which may resemble smoking, which can be used to deliver an inhaled dose of nicotine or other substances to the user. Electronic smoking device includes any such electronic smoking device, whether manufactured, distributed, marketed, or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape or vaporizer device, or any other product name or descriptor.
- C. Smoke or Smoking: inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. Smoking also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form.
- D. Tobacco: is defined to include any lighted or unlighted cigarette, cigar, pipe, chewing tobacco or any other smoking products.
- E. Tobacco Product: any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means, including, but not limited to cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff. Tobacco products include electronic smoking device that delivers nicotine or other substances to the person inhaling from the device, including, but not limited to an electronic cigarette, cigar, pipe, or hookah; includes any component, part, or accessory of a tobacco product.
- F. Tobacco Use: smoking, chewing, dipping, or any other use of tobacco products, including electronic smoking devices.

III. POLICY

- A. School Principals, staff members, students, and school visitors are not allowed to smoke or use tobacco products at any time on school grounds, including but not limited to the following areas:
 - 1. any building, facility, or vehicle owned, leased, rented or chartered by Acero;
 - 2. on school grounds, buses, and parking lots;
 - 3. during any school-sponsored event off campus, such as athletic activities, field trips, walks or other off-site activities.
- B. Smoking and the use of tobacco products is prohibited at all times in all enclosed Acero facilities without exception. This includes, but is not limited to, common work areas, auditoriums, classrooms, conference and meeting rooms, private offices, elevators, hallways, cafeterias, employee lounges, stairways, restrooms, locker rooms, dressing areas, all other enclosed facilities, and including a minimum distance of fifteen (15) feet from entrances, exits, windows that open, and ventilation intakes that serve an enclosed area where smoking is prohibited.
- C. Smoking and the use of tobacco products is also prohibited in all Acero vehicles.
- D. Students are not permitted to possess any tobacco products while on school grounds, including but not limited to, cigarettes, e-cigarettes, vaping or vaporizing devices, or other smoking electronic devices, tobacco products, lighters, or smoking paraphernalia within school premises. Consequences for students engaging in the prohibited behavior will be provided in accordance with the Acero Student Code of Conduct and Discipline. Students who violate Acero's Smoke and Tobacco Free Policy will be referred to the guidance counselor, a school nurse, or other health or counseling services for all offenses. Parents/guardians will be notified of all violations and disciplinary actions taken by the school.
- E. All Acero employees are responsible for complying with this policy and informing visitors of this policy. School Principals, teachers, and other Acero school staff must ensure enforcement of this policy.

IV. REFERENCE

City of Chicago Ordinance No. 7-32
105 ILCS 5/10-20.5b

V. APPLICABILITY

- A. This policy is applicable to all Acero employees. Failure to comply with this Policy may result in disciplinary action up to, and including termination.
- B. All persons using Acero facilities are subject to this policy.

ACCEPTABLE USE OF ACERO TECHNOLOGY BY STUDENTS

ACCEPTABLE USE OF ACERO TECHNOLOGY BY STUDENTS			
BOD approval date:	N/A	Number:	05.004
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Date revised (sub.):	N/A	Contact:	Manager, Policy & Protocol

I. PURPOSE

All users of the Acero Technology System ("System") must comply with Acero's Acceptable Use of the Acero Technology System Policy, as amended from time to time. The System shall include all computer hardware and software owned or operated by Acero, Acero electronic mail system, the Acero website, and Acero on-line services and bulletin board systems.

II. POLICY

A. Acceptable Use

1. "Use" of the System shall include use of or obtaining access to the System from any computer terminal whether or not owned or operated by Acero.
2. Students have no expectation of privacy in their use of the System. Acero has the right to access, review, copy, delete, or disclose, as allowed by law, any message sent, received, or stored on Acero's electronic mail system. Acero has the right to and does monitor use of the System by students, including students' access of the Internet, as part of System maintenance and to determine whether the use is consistent with federal and state laws and Acero policies and guidelines.
3. The Acero Technology System was established to comprise part of Acero's curriculum and instructional program and is intended to improve communication between Acero, students and their parents/guardians, and the community regarding school-related matters. The Acero Technology System does not constitute a public forum.

B. Privileges

1. Students are given access to the Acero Technology System to enhance their educational opportunities in line with Acero's curriculum and instruction. Access to the System is a privilege and may be revoked at any time by Acero.

2. Inappropriate use may result in discipline, including loss of System use privileges. The System, including all information and documentation contained on the System, is the property of Acero except as otherwise provided by law.

C. Prohibited Use

The uses of the System listed below are prohibited and may result in discipline or other consequences as provided in section I. of this Policy and Acero's [Student Code of Conduct and Discipline](#). The System shall not be used to:

1. Engage in activities which are not related to Acero's educational purposes or which are contrary to the instructions from supervising Acero employees as to the System's use.
2. Access, retrieve, or view obscene, profane or indecent materials. "Indecent materials" are those materials which, in context, depict or describe sexual activities or organs in terms patently offensive, as measured by contemporary community standards. "Obscene materials" are those materials which, taken as a whole, appeal to the prurient interest in sex, which portray sexual conduct in a patently offensive way in which, taken as a whole, do not have any serious literary, artistic, political or scientific value.
3. Access, retrieve, view or disseminate any material in violation of any federal or state law or regulation, or Acero policy or rules. This includes, but is not limited to:
 - a. improper use of copyrighted material;
 - b. improper use of the System to commit fraud or with the intent to commit fraud;
 - c. improper use of passwords or access codes; or
 - d. disclosing the full name, home address, or phone number of any student, Acero employee, or System user.
4. Transfer any software to or from the System without authorization from the System Administrator.
5. Engage in for-profit or non-school sponsored commercial activities, including advertising or sales.
6. Disrupt the educational process, including use that is reasonably foreseeable to result in a disruption, or interfere with the rights of others at any time, either during school days or after school hours.
7. Gain unauthorized access to, or disrupt or vandalize, the System or the data or technology system of any other individual or organization, including but not limited to engaging in computer "hacking", or downloading, uploading, or creating computer viruses.
8. Harass, threaten, intimidate, or demean an individual or group of individuals because of sex, color, race, religion, disability, national origin or sexual orientation.
9. Invade the privacy of any individual, including violating federal or state laws regarding limitations on the disclosure of student records.
10. Forge or improperly alter electronic mail messages, use an account owned by

another user, or disclose personal account or password information of any user.

11. Send nuisance electronic mail or other online messages such as chain letters, pyramid schemes, or obscene, harassing or other unwelcome messages.
12. Send mass electronic mail to multiple users without prior authorization by the appropriate Acero administrator.
13. Conceal or misrepresent the user's identity while using the System.
14. Post material on Acero's website without the authorization of the appropriate Acero administrator.

D. Discipline Consequences for off-site Use of Electronic Technology

1. Acero may discipline a student whose personal internet-based website or application, such as a social networking platform, or other off-site activity involving electronic technology, causes or can reasonably be expected to cause, a substantial disruption of the school environment, without regard to whether that activity or disruption involved use of the Acero Technology System.

E. Websites

1. Any website created by a student using the System must be part of an Acero-sponsored activity, or otherwise, be authorized by the appropriate Acero administrator.
2. All content of any website, including links, created by a student using the System must receive prior approval by Acero's Information Technology ("IT") Department. All contents of a website created by a student using the System must conform with these Acceptable Use Policy.

F. Security and User Reporting

1. Security in the System is a high priority and must be a priority for all users.
2. Students are prohibited from sharing their log-in IDs or passwords with any other individual.
3. Any attempt to log in as another user will result in discipline.
4. A student who becomes aware of any security risk or misuse of the System must immediately notify a teacher, administrator or other staff member.

G. Vandalism

1. Vandalism or attempted vandalism to the System is prohibited and will result in discipline and in potential legal action.
2. Vandalism includes but is not limited to downloading, uploading, or creating computer viruses.

H. Consequences of Violations

1. A student who engages in any of the prohibited acts listed above shall be subject to discipline which may include:
 - a. suspension or revocation of System privileges,
 - b. other discipline including suspension or expulsion from school, and
 - c. referral to law enforcement authorities or other legal action in appropriate cases.

2. Misuse of the System by a student may be considered gross misconduct as that term is defined by the Acero Student Code of Conduct and Discipline and rules, and a student may be subject to discipline pursuant to the Student Discipline Policy and rules.
3. A student who believes that their System use privileges have been wrongfully limited may request a meeting with the school Principal to review the limitation. The decision of the School Principal shall be final.

I. Disclaimer

1. Acero makes no warranties of any kind whether express or implied regarding the System. Acero is not responsible for any damages incurred, including the loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions.
2. Use of any information obtained via the System is at the user's own risk. Acero is not responsible for the accuracy or quality of information obtained through the System.
3. Acero is not responsible for any user's intentional or unintentional access of material on the Internet which may be obscene, indecent, or of an inappropriate nature.

J. Authorization

Parents/guardians and students (if over the age of 18) must complete the Authorization for Access to Acero Technology Systems by Students attached to this Policy. Students may not receive technology privileges until the form has been completed.

III. APPLICABILITY

- A. This policy is applicable to all school-based personnel, Information Technology (IT) personnel, legal department personnel, and executive management. Failure to comply with this policy may result in disciplinary action up to and including termination of employment.
- B. Acero will ensure that the Acceptable Use of Acero Technology Systems by Students Policy is included in the Student and Family Handbook.

STUDENT FEES

STUDENT FEES			
BOD approval date:	N/A	Number:	07.005
Original issue date:	08.23.18	Type:	Policy
Effective date:	08.23.18	Section:	Finance
Date revised (sub.):	04.20.20	Contact:	Manager, Policy & Protocol

I. PURPOSE

The purpose of this policy is to set guidelines for Acero Schools campuses to follow when creating a student or school fee schedule and to establish a formal waiver of school fee process.

II. SCHOOL FEES POLICY

- A. In accordance with state law, "school fees" are defined as any monetary charge collected by a school or school district from a student or the parents of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school. School fees may include but are not limited to the following:
1. All charges for required textbooks and instructional materials.
 2. All charges and deposits collected by a school for use of property (locks, towels, laboratory equipment).
 3. Charges for field trips made during school hours, or made after school hours, if the trip is a required or customary part of a class or extracurricular activity (annual scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences).
 4. Charges or deposits for uniforms or equipment related to varsity and intramural sports or to fine arts programs.
 5. Charges for supplies required for a particular class (laboratory, art supplies, shop, or home economics materials).
 6. Graduation fees (caps and gowns).
 7. School record fees.
 8. School health service fees.
- B. In accordance with state law, the definition of school fees does not include:
1. Library fines and other charges made for the loss, misuse, or destruction of school property.
 2. Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items.
 3. Charges for optional travel undertaken by a school club or group for students outside of school hours (e.g. trips to Spain by the Spanish class, or senior class trip).
 4. Charges for admission to school dances, athletic events, or other social events.
 5. Optional community service programs for which fees are charged (e.g. recreation programs, before-and-after-school child care).

- C. The fee categories in Section II.A. above are subject to a waiver, while the fees in Section II.B. are not required to be waived.
- D. A school does not impose a fee when it requires that a student provide his or her own ordinary supplies or materials (e.g. pencil, paper, notebooks, which are necessary to participate in any curricular or extracurricular program).
- E. Acero Schools School Fee Schedule Guidelines
1. Each principal shall establish a student fee schedule at the beginning of each school year, outlining the student fee amounts to be charged to students by the school during the school year.
 2. Each campus must use the following Student Fee Schedule Guidelines, and shall set fees based on the fee type and amount as provided below:

Fee Type	Fee Amount (Range)*	Waiver
Field Trips – Local	Amount will be set per field trip based upon entrance fees and other costs Springfield Trip: \$25	Must be waived if included in II.A.3 above
Field Trips – Domestic	New York Trip DC Trip Other locations: amount will vary depending on location	Not required to be waived, if made optional trips
Field Trips – International	China \$2000 or more Other: amount will vary depending on location.	Not required to be waived, if made optional trips
Gym Uniform	\$10-\$20, or varying depending on campus	Must be waived, if the purchase of uniform required for class
Sports Activity Fee – Elementary	\$25	Must be waived, if payment is required for participation
Sports Uniforms – Elementary	\$20	Must be Waived, if payment is required for participation
Sports Activity Fee – High School	\$50	Must be Waived, if payment is required for participation
Prom- High School	\$55 - \$150	Not required to be waived
Graduation – Elementary	\$120 Total Cap/Gown/Ceremony \$52 Security/Printing \$28 Graduation Luncheon \$40	Must waive cap and gown and other fees that are required to participate in graduation
Graduation – High School	\$70 Cap/Gown/Ceremony \$38 Security/Printing \$32 Senior Activity Fee: varies	Must waive cap and gown and any other fees that are required to participate in graduation
Class Ring	Varies depending on campus	Not required to be waived
Yearbooks	\$20-\$40	Not required to be waived
ID – High School	Lost ID \$5 Replacement ID \$1	Not required to be waived
Musical Instrument Rental	Amount varies depending on instrument.	Must be waived, if required for a class
APEX Credit Recovery – High School	\$75 per course	Not required to be waived

Fee Type	Fee Amount (Range)*	Waiver
Lost Textbook/Materials	Varies	Not required to be waived
Spirit Wear	Varies	Not required to be waived
School Clubs or Extracurricular Activities	Fees may vary depending on the school and activity (e.g. dance club, guitar club, robotics club, chess club, etc.)	Must be waived, if a prerequisite for participation as defined in Section I.A. above (Ask, is the fee required to participate in the program?)

*** All fee amounts may be higher than assessed depending on costs of activity or program.**

III. WAIVER OF SCHOOL FEES POLICY

- A. Each Acero campus must provide families with an opportunity to apply for a waiver of school fees as contained in Section II.B. above, for students that meet the waiver eligibility criteria.
- B. Students shall be eligible for a fee waiver when:
 1. The student lives in a household that meets the income and household size guidelines under the USDA Fiscal Income Verification Guidelines; and/or
 2. The student is directly certified through the State for free breakfast or lunch as defined in Section III.D.2. below.
- C. Students may also be eligible for a fee waiver, as determined by the school Principal or their designee, in the following circumstances:
 1. Significant loss of income due to severe illness or injury in the family;
 2. Unusual expenses such as fire, flood, storm damage, or similar emergency;
 3. Family emergencies or other hardship situations, such as homeless or temporary living situations.
 4. Seasonal unemployment.
- D. Notification and Verification Process
 1. Each Acero campus will provide notice in writing of the school fee waiver policy, including information on how to apply for a fee waiver.
 2. Families that meet the state's direct certification requirements (e.g. their household receives SNAP or TANF benefits) or are "categorically eligible" (e.g., a child is homeless, migrant or runaway or in Head Start) automatically qualify for a fee waiver and are not required to submit any other income verification.
 3. For families not in the direct certification list, each Acero campus shall provide families that indicated they would like to apply for a fee waiver with the Family Income Information Form. The school Principal shall determine if the family qualifies for a fee waiver using the income is within the USDA Fiscal Income Verification Guidelines.
 4. If a family does not qualify for a Fee Waiver, the school Principal must send a denial letter within 30 calendar days of the receipt for the request.

- E. A denial of a fee waiver may be appealed in writing to the Chief Education Officer via email at aceroappeal@aceroschools.org or via mail at 209 W. Jackson Blvd., 5th Floor, Chicago, IL 60606. The appeal must be received within 10 calendar days after the receipt of the fee waiver request. The appeal must be decided within 30 calendar days after the receipt of the request for an appeal, and if the appeal is denied, the Chief Education Officer or their designee shall mail a copy of the decision to families, including the reasons for denial of the appeal.

IV. PERIODIC REVIEWS

This policy will be reviewed on annual basis and updated as needed to account for new categories of fees or any required changes. The Acero Schools Finance Department and the Policy Review Committee comprised of school principals will be tasked with reviewing the policy and making appropriate recommendations for revision.

V. ENCLOSURES (FORMS)

Fee Waiver Guidelines
CPS Family Income Information Form – (Fee Waiver Application) Denial Letter Template
Denial Letter Template - Spanish Notification Letter Template
Notification Letter Template - Spanish
USDA Fiscal Income Verification Guidelines

VI. REFERENCE

105 ILCS 125
105 ILCS 5/10-20.13
105 ILCS 5/34-21.6
23 Ill. Admin. Code §1.245

VII. APPLICABILITY

This policy is applicable to school-based employees, finance, and operations department employees. Failure to comply with this policy may result in disciplinary action, up to, and including termination of employment.

COMPREHENSIVE TITLE IX, HARASSMENT, AND ANTI-DISCRIMINATION POLICY

Comprehensive Title IX, Harassment, and Anti-Discrimination Policy			
BOD approval date:	N/A	Number:	10.002
Original issue date:	11.03.15	Type:	Policy
Effective date:	11.03.15	Section:	External and Administration
Date revised (sub.):	08.11.17; 08.13.19	Contact:	Manager, Policy & Protocol

I. PURPOSE

Acero Schools is committed to providing a safe and secure work and learning environment that is free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive. Acero Schools strives to provide a place of work and study free of sexual harassment, intimidation, exploitation, and retaliation. It is expected that students, faculty, staff and other individuals covered by this Policy will treat one another with respect.

A. Title IX of the Education Amendments Act of 1972:

1. As a general matter, Acero provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student shall be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school on the basis of sex.

It will be a violation of this policy for any student or Acero employee to discriminate against a student or Acero employee based on their gender. For purposes of this policy, an Acero employee includes members of the Board of Directors, school employees, agents, volunteers, contractors or other people subject to the supervision and control of Acero.

B. Harassment:

1. Acero Schools' long-standing policy has been to offer fair and equal opportunity to every person regardless of race, religion, color, sex, gender identity, sexual orientation, age, national origin, marital status, citizenship status, veteran status, ancestry, mental or physical disability, pregnancy, or any other characteristic protected by federal, state, or local laws. The harassment of an individual on any of these bases is illegal and will not be tolerated by Acero Schools.

C. Title VII of the Civil Rights Act of 1964:

Acero Schools does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or

religious creed, disability or handicap, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Unlawful discrimination has no place at Acero Schools. All Acero Schools employees and students are expected to join with and uphold this commitment.

II. DEFINITIONS

- A. Discrimination and Gender Discrimination: Unjust or prejudicial treatment, including harassment and sexual misconduct, towards individuals due to the person's real or implied membership in one or more of the Protected Categories, as defined below that interferes or limits the ability of any student to participate in, enjoy or benefit from Acero Schools programs, whether physical, verbal, graphic, written or otherwise.
- B. Harassment (including Sexual Harassment): Unwelcome verbal, nonverbal, visual, and/or physical conduct where the purpose or effect of the behavior is to create an offensive, hostile, or intimidating environment. Sexual Harassment shall include unwelcome sexual advances, requests for sexual behaviors, sexually-motivated physical contact or other verbal or physical contact, conduct or communication of a sexual nature when:
1. Submission to that contact, conduct, or communication is made a term or condition, either explicitly or implicitly, of receiving a benefit,
 2. Submission to or rejection of that contact, conduct, or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 3. The contact, conduct, or communication has the purpose or effect of substantially interfering with an individual's employment or education or creating an intimidating, hostile or offensive workplace or educational environment.

Unwelcome conduct may include, but is not limited to, bullying intimidation, offensive jokes, slurs, epithets or name calling, assaults or threats, touching or sexually-motivated physical contact, ridicule or mockery, insults or put-downs, offensive objects or pictures, requests for sexual favors, offensive sexual flirtation, graphic or degrading sexual comments, sexually oriented "kidding" or "teasing," unwanted continued physical touching, display of sexually suggestive printed or visual material, objects or pictures, obscene or harassing use of telecommunications or other technologies, and/or any other persistent, pervasive or severe conduct that interferes with work performance or a student's access to or participation in education, athletic, or extracurricular activities.

- C. Protected Categories: Actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation.
- D. Retaliation: Adverse employment action or adverse change in academic status,

such as discipline or denial of or access to a service or benefit, against any person for having made a complaint or report of Discrimination, Harassment, or Sexual Misconduct, whether made internally, or externally with a federal, state, or local agency; or participating or aiding in an investigation of Discrimination, Harassment, or Sexual Misconduct, whether internal, or external with a federal, state, or local agency is strictly prohibited.

- E. **Sexual Violence:** Also known as “gender-based violence” shall include any unwanted or inappropriate sexual contact with a student or employee, including consensual sexual relations between an adult and a student. Such violence includes acts of aggression or force or threat thereof that involves the touching of another’s intimate parts or forced touching of one’s own or another’s intimate parts, including the genital area, groin, inner thigh, buttocks or breast, or clothing covering those areas.
- F. **Covered Individuals:** Employee, student, contractor, consultant, vendor, volunteer, or board member.

III. GENERAL POLICY

- A. **Working and Learning Environment:** It is the policy of Acero Schools to maintain a safe and secure work and learning environment in which all individuals are treated with dignity and respect. Each employee, student, and all other Covered Individuals, shall enjoy the right to work and learn in an environment that is free of Discrimination, Harassment, and/or Retaliation. No person shall be required to endure Discrimination, Harassment, and/or Retaliation as a condition of employment or in pursuit of academic endeavors.
- B. **Conduct Prohibited:** Acero Schools prohibits Discrimination, Harassment, Retaliation, intimidation, and/or bullying based on any Protected Categories, in any of its programs or activities.
- C. **Covered Individuals:** No Covered Individuals shall be subjected to or engage in any Discrimination, Harassment, and/or Retaliation, as these terms are defined in Section II of this Policy, against another while employed, working for, attending school, or participating in Acero Schools programs and activities.
- D. **Scope:** This Policy covers all phases of employment and academic status, including, but not limited to, recruitment, hiring, evaluations, upgrading, rates of pay, the selection for training, promotions, demotions, transfers, layoffs, employment non-renewals, termination, benefits, discipline, expulsions, admissions, educational testing, extracurricular programs, and athletics.
- E. **Limitations:** Nothing in this Policy is intended nor shall be construed to create a private right of action against Acero Schools or any of its employees. Furthermore, no part of this Policy shall be construed to create contractual or other rights or expectations. Nothing herein is intended to affect the right of any person to file a charge or complaint of Discrimination, Harassment, and/or Retaliation with any agency with jurisdiction over such charge or complaint.

IV. DESIGNATION OF TITLE IX OFFICERS

- A. The General Counsel/Designee is designated as Acero’s Title IX Coordinator and is responsible for the implementation of this policy.
- B. At each campus, the School Principal is designated as the Title IX Campus Representative and shall assist the General Counsel/Designee in enforcing this policy.

V. GRIEVANCE PROCEDURES AND INVESTIGATIONS

The intent of the reporting and investigatory procedures established under this policy is to ensure that Acero Schools promptly addresses and responds to allegations of discrimination, harassment, sexual misconduct, sexual violence, bullying or retaliation.

Acero Schools employees should refrain from conducting an investigation until they have been instructed to do so by the CPS Office of Student Protections and Title IX (OSP) or the CPS Office of the Inspector General (OIG).

The report of any investigatory or law enforcement agency shall not relieve Acero Schools from the responsibilities under Title IX, Harassment, or Discrimination reporting and investigating as described below.

A. Reporting Requirements for Allegations of Sexual Harassment or Sexual Violence:

1. For instances of sexual harassment/violence under this policy that involve **only students or students and adults who are not affiliated with Acero Schools**, employees must:
 - i. Call 911 if it is an emergency.
 - ii. Call DCFS at 1-800-252-2873.
 - iii. Call the CPS Office of Student Protections and Title IX at 773-535- 4400.
2. For instances of sexual harassment/violence under this policy that involve **students and Acero Schools-affiliated adults**:
 - i. Call 911 if it is an emergency.
 - ii. Call DCFS at 1-800-252-2873
 - iii. Call the CPS Office of the Inspector General at 833-835-5277.
3. For instances of sexual harassment/violence under this policy that involve **only Acero Schools-affiliated adults**:
 - i. Call 911 if it is an emergency.
 - ii. Report the complaint to the Title IX Coordinator in writing within 24 hours.
 - iii. Any reports made to the Human Capital team should be forwarded directly to the Title IX Coordinator.

B. Reporting Requirements for Allegations of Discrimination, Gender Discrimination, Harassment or Retaliation:

1. For instances of misconduct under this policy that involve **only students**, employees must:
 - i. Report the complaint to the Title IX Coordinator in writing within 24 hours.
 - ii.ii.
2. For instances of misconduct under this policy that involve **students and**

Acero Schools-affiliated adults, employees must:

- i. Report the complaint to the Title IX Coordinator in writing within 24 hours.
 - ii. Any reports made to the Human Capital team should be forwarded directly to the Title IX Coordinator.
3. For instances of misconduct under this policy that involve **only Acero Schools-affiliated adults**:
- i. Report the complaint to the Title IX Coordinator in writing within 24 hours.
 - ii. Any reports made to the Human Capital team should be forwarded directly to the Title IX Coordinator.

C. Investigation Responsibility for Allegations of Sexual Misconduct or Sexual Violence:

1. Instances of sexual harassment/violence involving **only students or students and adults who are not affiliated with Acero Schools** will be investigated by the CPS Office of Student Protection.
2. Instances of sexual harassment/violence involving **students and Acero Schools-affiliated adults** will be investigated by the CPS Office of the Inspector General and Office of Student Protection.
3. Instances of sexual harassment/violence involving **only Acero Schools-affiliated adults** will be investigated by the Title IX Coordinator.

When an investigation by the Office of Student Protections and Title IX or Office of the Inspector General is ongoing and additional information is communicated to Acero Schools employees, they must contact the office conducting the investigation immediately.

D. Investigation Responsibility for Allegations of Discrimination, Gender Discrimination, Harassment or Retaliation:

1. Instances of misconduct under this policy that involve **only students** will be primarily investigated by Title IX Campus Representatives.
2. Instances of misconduct under this policy that involve **students and Acero Schools-affiliated adults** will be primarily investigated by Title IX Coordinator and Title IX Campus Representatives.
3. Instances of misconduct under this policy that involve **only Acero Schools-affiliated adults** will be primarily investigated by the Title IX Coordinator and the Office of Human Capital.

VI. VIOLATIONS

It is a violation of this Policy for:

- A. Any covered individuals to engage in Discrimination, Gender Discrimination, Harassment, Sexual Misconduct, Sexual Violence, and/or Retaliation;
- B. Any employee, contractor, consultant or vendor to intentionally ignore

Discrimination, Gender Discrimination, Harassment, Sexual Misconduct, Sexual Violence, and/or Retaliation by a Covered Individual that occurs in their presence, by failing to report that conduct, regardless of whether or not the Covered Individual complains about the conduct;

- C. Any employee, contractor, consultant or vendor to fail to fulfill their duties and responsibilities as described in Section V above;
- D. Any employee, contractor, consultant or vendor to refuse to participate and/or provide truthful information in an investigation conduct by the OSP, OIG, Acero Schools, or Office of Diverse Learner Supports and Services; and
- E. Any Covered Individual to intentionally bring allegations in bad faith, and which the OSP, OIG, Acero Schools, or ODLSS finds to be false.

VII. ENCLOSURES (FORMS)

Title IX Complaint Resolution Report and Recommendations Form
OSP Sexual Misconduct Categories

VIII. APPLICABILITY

This Policy is applicable to all Acero Schools employees. Failure to comply with this Policy will result in disciplinary action up to and including termination of employment.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION			
BOD approval date:	N/A	Number:	10.003
Original issue date:	12.08.15	Type:	Policy
Effective date:	12.08.15	Section:	External Policies
Date revised (sub.):	08.13.18	Contact:	Assistant General Counsel

I. PURPOSE

- A. The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) require that Acero Charter School, Inc., (Acero) inform parents of certain rights with respect to their student's education records. This policy contains a description of parents' and students' rights concerning school student records.
- B. Acero shall ensure that this policy is distributed to all student families on an annual basis.

II. REFERENCES

- A. Family Educational Rights and Privacy Act (FERPA)
- B. Illinois School Student Records Act (ISSRA)

III. DEFINITION

- A. Temporary Student Records: Any writing or other recorded information, other than a Permanent Student Record, maintained by a school or by an employee of a school that allows for the individual identification of a student, regardless of how or where the information is stored. Such information must be retained in the student's file for five years after a student graduates, transfers, or withdraws from Acero. Temporary student records may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student. In addition, temporary records shall include any information regarding serious disciplinary matters concerning the student, as defined by Acero Schools policies. The following shall not be deemed Temporary Student Records by Acero Schools: writings or other recorded information maintained by an employee of a school or other person at the direction of a school for his or her exclusive use, provided that all such records are destroyed not later than the student's graduation or permanent withdrawal from the school. No such records or recorded information may be released or disclosed to any person except a person designated by the school as a substitute unless they are first incorporated in a school student record and made subject to all of the provisions of this Act, and any other legal protections.
- B. Permanent Student Records: A student's Permanent Student Record includes the minimum information necessary for use by a school in the education of the student.

Such information must be retained in the student's file for sixty years after a student graduates, transfers, or withdraws from Acero Schools, and shall consist of the following information: the student's name, birth date, address, grades and grade level; parent's names and addresses; high school state assessment scores; an academic transcript; honors or awards received; accident reports and health records; attendance record; and records release forms.

C. Directory Information: Acero has designated the following information as directory information:

1. student's name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photograph;
6. date of birth;
7. dates of attendance;
8. grade level;
9. participation in officially recognized activities and sports;
10. weight and height of members of athletic teams;
11. degrees, honors and awards received.

D. School Official: A person employed by the school or school district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally-identifiable information ("PII") from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

E. Legitimate Educational Purpose: A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

IV. POLICY

A. Disclosure of Directory Information

Except in limited circumstances, FERPA and ISSRA prohibit Acero Schools from disclosing student information without the prior written consent of a student's parent or legal guardian. However, Acero may disclose Directory Information, which is information that is generally not considered harmful or an invasion of privacy if released, to outside organizations without the prior written consent of a parent or legal guardian. If a parent or legal guardian does not want Acero Schools to disclose Directory Information from their child's education records without their prior written consent, the parent or legal guardian must notify Acero Schools in writing.

B. Disclosure of Personally-Identifiable Information

1. Generally: As mentioned above Acero Schools may disclose non-directory

1. Generally: As mentioned above Acero Schools may disclose non-directory information concerning students (including personally-identifiable information or “PII”) without the express written consent of a parent or legal guardians only in limited circumstances. While parents and legal guardians always have the right to consent to the disclosure of any non-directory information or student records by providing written consent, Acero Schools may disclose non-directory information or certain student records without consent as follows:
 - a. To a parent, legal guardian, eligible student, or person specifically identified as a representative by the parent(s);
 - b. To other school officials, including teachers or employees, within the educational agency, institution, or State Board whom the school has determined to have legitimate demonstrable education or administrative educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions;
 - c. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer;
 - d. To any person specifically required by state or federal law;
 - e. To individuals or organizations in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
 - f. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s state (SEA). Disclosures under this provision may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
 - g. To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released;
 - h. To organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) develop, validate, or administer predictive tests;
 - (b) administer student aid programs;
 - or (c) improve instruction;
 - i. To juvenile authorities who request such information when necessary for the discharge of their official duties before the student’s adjudication;
 - j. To accrediting organizations to carry out their accrediting functions;
 - k. To comply with a judicial order or lawfully issued subpoena; or
 - l. To appropriate officials in connection with a health or safety emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
2. Parents or legal guardians have the right to file a complaint with the U.S. Department of Education concerning allegations that Acero Schools has failed to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

3. Parents or legal guardians have the right to file a complaint alleging that Acero Schools has failed to comply with ISSRA by directing those complaints to Chicago Public Schools and, then, to the State Superintendent of Education.

4. Compliance with Subpoenas and Court Orders:

Upon receipt of a court order of protection, Acero Schools shall deny to any person against whom an order of protection has been entered concerning a student the right to inspect any records. However, a non-custodial parent or legal guardian is entitled to review and copy school student's records unless the parent or legal guardian is expressly prohibited by a court order or order of protection.

5. Military Recruiters and Institutions of Higher Learning:

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents or legal guardians, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent.

C. Record of Release

In accordance with state and federal law, Acero Schools shall maintain records of the release or disclosure of all non-directory information or other student records to any individual or organization other than a student's parent or legal guardian and Chicago Public Schools.

D. Right to Inspect and Challenge Records

1. FERPA and ISSRA afford parents or legal guardians and students over 18 years of age ("eligible students") the following rights with respect to the student's school records.
2. Parents or legal guardians are entitled to inspect and copy the student's education records within ten (10) school days of the day Acero Schools receives a request for access. Students less than 18 years of age have the right to inspect and copy only their Permanent Record. Students who have reached 18 years of age have a right to inspect and copy both Permanent and Temporary Records.
3. Parents, legal guardians or students should submit to the Principal a written request that identifies the record(s) they wish to inspect. Acero Schools may charge \$0.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.
4. Parents or legal guardians are entitled to challenge the accuracy, relevancy, or propriety of any entry in the school student records, exclusive of academic grades. Parents or legal guardians should submit a written request for an initial informal conference that clearly identifies the record and reason for amending the record. However, no challenge may be made if the challenge is made at the time the student is transferring and the challenge references the records to expulsions or out-of-school suspensions.

5. If the challenge is not resolved by the informal conference, then the parents or legal guardians have the right to request a formal hearing within fifteen (15) days from such request by submitting a written request to the Chief Education Officer or his or her designee. A hearing officer shall notify the parents or legal guardians of the time and place of the hearing. Parents or legal guardians shall have the right to present evidence and call witnesses, the right to cross-examine witness, and the right to counsel, and a written decision. If Acero Schools refuses to amend the record after receiving the findings of the hearing officer or the hearing officer finds that the record should not be amended, the parents or legal guardians have the right to insert a written statement describing their position on the disputed information or appeal the decision to Chicago Public Schools or State Superintendent within twenty (20) school days of the decision.

E. Official Records Custodian

Acero Schools has designated the Principal at each of its campus as the official records custodian who is responsible for the maintenance, care and security of all school student records, whether or not such student records are in his or her personal custody or control. Acero's General Counsel/Chief Administrative Officer shall serve as the official records custodian for all Acero campuses.

V. APPLICABILITY

This policy is applicable to all Acero Schools employees, students and parents/legal guardians.

X. FORMS



ACKNOWLEDGEMENT OF RECEIPT

ACCEPTABLE USE TECH AGREEMENT

PESTICIDE APPLICATION NOTIFICATION

STLS NOTICE OF RIGHTS

STUDENT MEDICAL INFORMATION FORM

EMERGENCY CONTACT FORMS

PHOTO AND MEDIA RELEASE

STUDENT FEE WAIVER APPLICATION FORM (REQUIRED)



ACKNOWLEDGEMENT OF RECEIPT

IF YOU DID NOT COMPLETE THIS FORM ELECTRONICALLY, PLEASE COMPLETE, TEAR THIS PAGE OUT OF THE HANDBOOK AND RETURN IT TO THE SCHOOL'S OFFICE.

By signing below, I acknowledge that I have received and read the entire Acero Schools Student and Family Handbook, and I agree to adhere to all the policies as set forth in this Handbook.

ACERO SCHOOLS CAMPUS

STUDENT NAME

GRADE LEVEL

STUDENT NAME

GRADE LEVEL

STUDENT NAME

GRADE LEVEL

STUDENT NAME

GRADE LEVEL

STUDENT NAME

GRADE LEVEL

STUDENT SIGNATURE (IF OVER 18 YEARS OLD)

DATE

PARENT OR GUARDIAN NAME

PARENT OR GUARDIAN SIGNATURE

DATE

THE STUDENT AND FAMILY HANDBOOK IS AVAILABLE ELECTRONICALLY THROUGH ACERO SCHOOLS WEBSITE USING THE FOLLOWING LINK: WWW.ACEROSCHOOLS.ORG.



AUTHORIZATION FOR ACCESS TO ACERO TECHNOLOGY SYSTEM BY STUDENTS

This form must be read and signed by each student (and if under age 18 by his/her parent/guardian) as a condition of using the Acero Technology System.

By signing this Authorization, I acknowledge that I have received a copy of the Acceptable Use of Acero Technology System Policy by Students dated August 13, 2018, and that I have read, understand, and agree to follow the Policy.

I acknowledge that access to the Acero Technology System is provided as a privilege by Acero and that inappropriate use may result in discipline, as may off-site use of electronic technology which disrupts or can reasonably be expected to disrupt the school environment.

I ACKNOWLEDGE THAT I HAVE NO EXPECTATION OF PRIVACY IN MY USE OF THE ACERO TECHNOLOGY SYSTEM, AND THAT ACERO HAS THE RIGHT TO AND DOES MONITOR USE OF THE SYSTEM.

Acero Campus: _____

Grade: _____

Student Name: _____

Student Signature: _____
(If over 18 years old)

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____



Pesticide Notification Form

Dear Parent or Guardian,

The Structural Pest Control Act and the Lawn Care Products Application and Notice Act require schools to notify parents and guardians and students before the application of pesticides and application of lawn care products to school property. If you would like to receive more information about pesticide application mentioned above please fill out the information below and return to:

Acero Schools
Attn: Director of Facilities
209 W. Jackson Blvd. 5th Floor
Chicago, IL 60606

I would like to be contacted about the application of pesticides and lawn care products:

Acero Campus: _____

Parent/Guardian Name: _____

Student Name: _____

Method of Contact [please choose one]:

☐ Contact me via email: _____

☐ Contact me by mail [include mailing address] _____

Students in Temporary Living Situations (STLS) Notice of Rights of Homeless Students

Acero Schools shall provide an educational environment that treats all students attending an Acero campus with dignity and respect. Every student in a temporary living situation shall have equal access to the same free and appropriate educational opportunities as students who are permanently housed. This commitment to the educational rights of students in a temporary living situation, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available by the Acero.

A student is considered to be in a temporary living situation if he or she lacks a fixed, regular, and adequate nighttime residence and includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
- living in a motel/hotel, trailer park or camping ground, due to lack of alternative, adequate housing;
- living in emergency or transitional shelters;
- living in cars, parks, public spaces, abandoned building, substandard housing, bus or train station, or similar setting
- abandoned in hospitals;
- migratory children living in one of the above settings.
- youth not in the custody of a parent/guardian (unaccompanied youth) of any age, in one of the above settings

All STLS Students Have Rights To:

- **Immediate school enrollment.** A school must immediately enroll students even if they lack health, immunization or school records, proof of guardianship, or proof of residence. "Enrollment" means enrolled into the school, attending classes and participating fully in school activities.
- **Enroll In:**
 - the school they attended when permanently housed or the school in which they were last enrolled (school of origin)
 - any school that permanently housed students living in the same attendance area in which the STLS student or youth is actually living are eligible to attend (attendance area school)
- **Remain** enrolled in his/her selected school for as long as he/she remains in a temporary living situation or, if the student becomes permanently housed, until the end of the academic year.
- **Enroll in** preschool
- **Access** to charter schools, selective enrollment schools, magnet schools, and all other programs in the same manner as students who are permanently housed and assistance with application process will be provided upon request
- **Participate** in tutoring services beyond those provided to all students; school-related activities; and/or receive other support services
- **Receive** free school meals, fee waivers, free uniforms, and low-cost or free medical referrals
- **Transportation services:** If parents/caregivers choose to continue their child's education in the school of origin and transportation is requested, CPS will provide transportation to and from the school of origin, and all school-related activities, for as long as the student is in a temporary living situation or, if the student becomes permanently housed, until the end of the academic year.
 - Eligible students receive CTA transportation cards and adult caregivers of eligible students in grades PK-6 receive CTA transportation cards to accompany the student to and from school.
 - Eligible students in grades PK-6 whose caregiver is unable to accompany them on public transportation due to a hardship may apply for yellow school bus service by submitting documentation or affidavit of their inability to transport the student. Examples of a "hardship" situation are:
 - Parent/caregiver employment, job training, or education program
 - Parent's/caregiver's mental and/or physical disability
 - Children need to be transported to and from schools at different locations
 - Court order, DCFS, or DCFS contract agent requires activities that do not enable parent/guardian to transport children to and from school
 - Rules of shelter or similar facility will not permit parent/caregiver to leave to transport children to and from school
 - Other good cause why parent/caregiver cannot use public transportation to transport children to and from school

Students who temporarily reside outside of Chicago due to homelessness and attend their Acero school of origin may receive transportation assistance as do students experiencing homelessness who live in the City of Chicago but attend a school of origin outside of Acero.

Dispute Resolution: When a school official denies a student in a temporary living situation enrollment, eligibility, school selection and/or transportation, the parent or student may file a complaint with the CPS STLS Department. The STLS Department will attempt to resolve the dispute in a timely manner. The STLS Department will refer you to free and low-cost legal services to help you, if you wish. During the dispute, the student must be immediately enrolled in the school with participation in school activities and/or provided transportation until the dispute is resolved. Every Chicago Public School, including charter schools, has an STLS Liaison who will assist you in making enrollment decisions, provide notice of the dispute resolution process, if needed assist you in completing the dispute resolution forms and refer you to low-cost legal assistance.

For more information about the rights of STLS students in Chicago Public Schools, call the STLS program at (773) 553-2242, fax at (773) 553- 2182, email at STLSInformation@cps.edu, go to www.cps.edu/STLS



STUDENT MEDICAL INFORMATION FORM

REV: SEP 17

PLEASE PRINT ALL INFORMATION AND RETURN FORM TO SCHOOL

ACERO CAMPUS: _____

Student Name: _____ Date of Birth: _____ Grade: _____

To ensure the safety of your child during the school day, extracurricular activities, on any field trip, or any other school sponsored activity it is important that the school is aware of any health conditions that may impact your child. Please complete this form. For confidentiality purposes, this information will only be shared with relevant Acero Schools' staff. Thank you for your cooperation in this important matter.

Please check all that apply:

- ☐ Food Allergies: (Type) _____
- ☐ Other Allergies: (Type) _____
- ☐ Asthma
- ☐ Diabetes: Type 1 ☐ Type 2 ☐
- ☐ Seizures
- ☐ Other Medical Condition Requiring medication during school hours

- ☐ My child has a primary healthcare provider (e.g., Doctor, Nurse Practitioner, Physician Assistant, etc.)
- ☐ My child has **NO** allergies, medical conditions and/or **DOES NOT** take any medications during school hours

For the medical condition identified above, which requires prescribed medication during school hours, please provide written verification from your healthcare provider with diagnosis, type of medication, dosage, and time to be given. An Emergency Action Plan (Allergy, Asthma, or Diabetes) can also be requested from your healthcare provider. Your child may qualify for a **504 Accommodation Plan** due to his/her condition. Please make sure to follow up with your School Nurse/Designee and/or school staff to obtain additional forms that are required for your child's condition.

Parent Name: (Please Print): _____ Date: _____

Parent Signature: _____

Phone Number: _____ Email: _____

Address: _____

THIS FORM MUST BE UPDATED AND SUBMITTED ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR

Request for Emergency and Health Information

School Name: _____

PARENTS/GUARDIANS: The school must have on file emergency information that can be used to contact you. Please print clearly. Whenever there is a change in this information, immediately notify the school in writing.

Student ID# _____ Last Name _____ First Name _____ Middle Name _____ Homeroom # _____
Birth Date (mm/dd/yyyy) _____ Student Home Address _____ Student Home Phone # _____

Confidential Information Box 1	Confidential Information Box 2
<p>Complete this box only if (1) it reflects your child's current living situation; OR (2) it reflects your living situation if you are a youth not living with a Parent or Guardian. (Your answer will help school staff with enrollment and may enable the student to receive additional services.) Check one box:</p> <p><input type="checkbox"/> in a car/park/other public place</p> <p><input type="checkbox"/> doubled-up <input type="checkbox"/> in a hotel/motel <input type="checkbox"/> in a shelter <input type="checkbox"/> in transitional housing</p> <p>School Note: If any box is checked, see the CPS Policy 702.5.</p>	<p>Is there a current Order of Protection or No Contact Order which concerns this student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="background-color: #e0e0e0; padding: 5px;">School Note: If "Yes," follow CPS Policy 704.4 procedures. Enter information in <i>Legal Alert</i> field and update contact information, as needed, in SIM.</p>

Parent/Guardian and Emergency Contact Information: Add extra contacts on the back of this form, if needed.

	Parent/Guardian Contact	Parent/Guardian Contact
Contact Name		
Relationship to Student		
<i>Check all that apply:</i>	<input type="checkbox"/> Lives With <input type="checkbox"/> Gets Mailings <input type="checkbox"/> Emergency <input type="checkbox"/> Permission to Pickup	<input type="checkbox"/> Lives With <input type="checkbox"/> Gets Mailings <input type="checkbox"/> Emergency <input type="checkbox"/> Permission to Pickup
Home Address, if different from student's		
Home Phone Number, if different from student's		
Cell Phone Number		
Email Address		
Name and Address of Employer		
Work Phone Number		
* Communication Language		
* CPS communicates via phone calls. Select the language that should be used to communicate with you. Languages available for mass communication at this time are English and Spanish (note: other languages upon availability).		

List the name of a relative or neighbor who can also be notified in an emergency and has permission to pick up the student:

Name _____ Home Address _____ Telephone # _____ Relationship _____

Family Doctor's Name, Address, and Phone Number: I authorize you to call my family doctor, if necessary, in an emergency.

Student Health Insurance: (select only one of the three)

- ☐ Illinois Medical Card/All Kids: provide student's medical ID # _____ (9-digit number located on back of card)
- ☐ No Insurance: are you interested in applying for the Illinois Medical Card/All Kids? ☐ Yes ☐ No
- ☐ Private/Employer Health Insurance: no additional information needed

Children of Military Personnel (optional)

As the Parent or Guardian, are you a member of a branch of the armed forces of the United States? ☐ Yes ☐ No

If yes, are you either deployed to active duty or expect to be deployed to active duty during the school year? ☐ Yes ☐ No

I certify that the information on this form is correct:

(Parent/Guardian Signature) _____ (Date)

STUDENT PHOTO AND VIDEO RELEASE FORM



Acero Schools often has the opportunity to photograph and/or videotape our students in a variety of school-sponsored activities, including, but not limited to, student recognition programs, extracurricular events, and daily classroom and school activities.

Acero would like to share news about our students' achievements, and celebrate our schools with the entire community by publishing these photographs and videos on school websites, social media platforms, publications, press releases, and other promotional and marketing communications. However, it is our goal to respect your privacy as well. Therefore, parents/guardians are requested to review this form and indicate their wishes regarding Acero's use of student photographs and videos.

Please choose one option below:

☐ **YES**, I give permission to Acero Schools to publish photographs or videos of my child(ren) on school websites, social media sites, publications, press releases, or other marketing and promotional communications. I agree to grant Acero Schools the unlimited right to use and/or reproduce these materials in any legal manner. I shall hold Acero Schools harmless for any such resulting use. I waive any and all present and future compensation rights to the use of the above stated materials. I understand that I may revoke this permission at any time in writing to the school.

☐ **NO**, I do not give permission to Acero Schools to publish photographs or videos of my child(ren) on school websites, social media sites, publications, press releases, or other marketing and promotional communications.

Your failure to return this form to the school within 15 days shall be interpreted as granting Acero permission to use photographs or videos of your child(ren) for the purposes listed within this form.

Student's Name (please print): _____

Student's Name (please print): _____

Student's Name (please print): _____

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ Date: _____

CPS FAMILY INCOME INFORMATION FORM 2020-2021

Parents - Please return form to school by September 30, 2020
Schools - Please enter into ODA by October 18, 2020

School Name (Nombre de Escuela): _____

The purpose of this form is for CPS to obtain information about families' income to determine school funding. CPS and your school may receive additional funding based on the number of low-income families enrolled. Please complete this form and return it to the school's main office. (El propósito de este formulario de CPS es obtener información sobre el ingreso de las familias para determinar los fondos escolares. CPS y su escuela pueden recibir fondos adicionales basados en la cantidad de familias de bajos recursos matriculadas. Por favor, complete este formulario y entréguelo a la oficina de la Escuela)

Part 1 - HOUSEHOLD INFORMATION (INFORMACIÓN SOBRE EL HOGAR)

List names of all members of your household living with you. (Escriba los nombres de todas las personas que viven en su hogar.)

*Foster Children (legal responsibility of welfare agency or court)

Foster Child? (¿Hijo de Crianza?)	CPS Student? (¿Estudiante de CPS?)	All Household Member Names (Todos los miembros del hogar) Last (Apellido) First (Nombre) MI (Inicial)	Date of Birth (Fecha de Nacimiento)	DHS Case Number (Número del Caso del DHS)	Part 3 - Homeless, Migrant, Runaway Child, or child enrolled in Head Start (Niño sin Hogar, Emigrante, Fugitivo o Niño en el programa Head Start)
<input type="checkbox"/>	<input type="checkbox"/>		/ /		<input type="checkbox"/> Homeless <input type="checkbox"/> Migrant <input type="checkbox"/> Runaway <input type="checkbox"/> Head Start
<input type="checkbox"/>	<input type="checkbox"/>		/ /		Homeless, Migrant, Runaway or Head Start Liaison Signature _____ Date (Fecha) _____
<input type="checkbox"/>	<input type="checkbox"/>		/ /		
<input type="checkbox"/>	<input type="checkbox"/>		/ /		
<input type="checkbox"/>	<input type="checkbox"/>		/ /		

Part 4 - List Household Members With Income (SKIP THIS if you answered any of steps 2 or 3) Enter the amount of income and how often it is received for each household member. (Nombres de los integrantes de su hogar que perciben ingresos. Para cada uno, indique sus ingresos y cada cuánto los recibe. DEJE EN BLANCO si ha contestado la Sección 2 o 3 de esta solicitud.)

Frequency (Frecuencia): Weekly (Semanalmente) Every 2 Weeks (Cada dos semanas) Monthly (Mensualmente) Other Income (Todos Otros Ingresos)

OTHER INCOME can be but not limited to Welfare, Child Support, Retirement, Social Security, Worker's Comp. and Unemployment.

Household Member Names With Income (Nombres de los miembros del hogar con ingresos) First (Nombre) MI (Inicial) Last (Apellido)	Gross Income (before deductions) (Ingresos Brutos)	Other Income (Todos Otros Ingresos)	Frequency (Frecuencia)	Part 5 - Opt in of information about other benefits. (Otros Beneficios)
	\$	\$	Annually	<input type="checkbox"/> YES! I am interested in applying for a waiver of instructional fees. SII Me interesa aplicar por la exoneración del pago de enseñanza. <input type="checkbox"/> YES! I am interested in applying for the Supplemental Nutrition Assistance Program (SNAP) and/or the Medicaid Program. SII Me interesa aplicar para el Programa de Asistencia de Nutrición Suplementaria (SNAP) y/o la Medicaid. Or call 773-553-5437
	\$	\$	Monthly	
	\$	\$	Every 2 Weeks	
	\$	\$	Weekly	
	\$	\$	Annually	<input type="checkbox"/> YES! I am interested in applying for the Supplemental Nutrition Assistance Program (SNAP) and/or the Medicaid Program. SII Me interesa aplicar para el Programa de Asistencia de Nutrición Suplementaria (SNAP) y/o la Medicaid. Or call 773-553-5437
	\$	\$	Monthly	
	\$	\$	Every 2 Weeks	
	\$	\$	Weekly	
	\$	\$	Annually	Signature (Firma): _____

Part 6 - Signature (Firma)

I certify that all above information is true and all income is reported. I understand that information gathered from this form will be used to calculate Federal funding eligibility for the school and that school officials may verify (check) the information as being accurate; and that if I purposely give false information, I may be prosecuted. (Certifico que toda la información indicada arriba es verdadera y que he reportado todos nuestros ingresos. Entiendo que la escuela recibirá fondos del gobierno federal basado en la información en este formulario y que los funcionarios escolares puedan verificar la fidelidad de la información; y si doy información falsa intencionalmente, me pueden llevar a juicio.)

Signature of adult household member (Firma del miembro adulto del hogar) _____

Parent / Guardian First Name (Nombre del adulto del hogar)

Zip Code (Código Postal)

Parent / Guardian Last Name (Apellido del adulto del hogar)

Address (Dirección postal o de domicilio)

SCHOOL USE ONLY Initial Determination:

☐ ELIGIBLE (FREE OR REDUCED)

☐ INELIGIBLE (DENIED, N/A OR ?)

Part 7. Children's Racial and Ethnic Identities (Optional)

Mark one ethnic identity: ☐ Hispanic / Latino ☐ Not Hispanic / Latino

Mark one or more racial identities: ☐ Asian ☐ White ☐ Black / African American ☐ American Indian / Alaska Native ☐ Native Hawaiian / Other Pacific Islander

INSTRUCTIONS FOR COMPLETING FAMILY INCOME INFORMATION FORM

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM SNAP/TANF, FOLLOW THESE INSTRUCTIONS:

Part 1: List all of the household members and date of birth (for students). (Attach another application if necessary.) **Part 2:** List the case number of any household member that corresponds with their name in Part 1. Do not use your Medicare card number. **Skip to Part 5:** If you are interested in sharing application information with All Kids or SNAP agencies, check the box and sign. **Part 6:** Sign the Form. **Part 7:** Check the appropriate box to indicate your racial and ethnic identities.

IF YOU ARE APPLYING FOR A HOMELESS, MIGRANT, RUNAWAY, OR HEAD START CHILD, FOLLOW THESE INSTRUCTIONS: **Part 1:** List all of the household members and date of birth (for students). **Skip to Part 3:** Check the appropriate box, obtain date and signature of Homeless, Migrant, or Runaway Liaison/Coordinator. **Skip to Part 5:** If you are interested in sharing application information with All Kids or SNAP agencies, check the box and sign. **Part 7:** Check the appropriate box to indicate your racial and ethnic identities.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS: **If all children in the household are foster children:** **Part 1:** List Students name, date of birth and check the box for "Foster Child" to the left of your foster child's name. **Skip to Part 5:** If you are interested in sharing application information with All Kids or SNAP agencies, check the box and sign. **Part 6:** Sign the Form.

If some children in the household are foster children: **Part 1:** List Students name, date of birth and check the box for "Foster Child" to the left of your foster child's name. **Skip to Part 4:** Follow the instructions under ALL OTHER HOUSEHOLDS INSTRUCTIONS (Part 4) below. **Part 5:** If you are interested in sharing application information with All Kids or SNAP agencies, check the box and sign. **Part 6:** Sign the Form. **Part 7:** Check the appropriate box to indicate your racial and ethnic identities.

ALL OTHER HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS: **Part 1:** List all of the household members and date of birth (for students). **Skip to Part 4:** Follow these instructions to report total household income:

Column 1 Name: List the first and last name of each person in your household who receives income, related or not (such as grandparents, other relatives, or friends. Attach another sheet of paper if necessary.). **Columns 2 & 3 Gross Income Amounts and Frequency:** The Gross Income is the amount earned before taxes and other deductions. It should be noted on pay stubs. This is not the same as take-home pay. List the amount each person receives from these sources. Round to the nearest dollar. **All other** sources of income should also be noted on this application. Next to each amount fill in the circle that indicates how often the person receives their stated income (weekly, every other week, twice a month, monthly, or annually). If you do not wish to disclose your income, please note "decline to answer" in this section. Be aware that if you are low-income, failure to share household income information could reduce the funds your school may otherwise receive. **Part 5:** If you are interested in sharing application information with Medicaid or SNAP agencies, check the box and sign. **Part 6:** Sign the Form. **Part 7:** Check the appropriate box to indicate your racial and ethnic identities.

INSTRUCCIONES PARA LLENAR LA SOLICITUD

SI SU HOGAR RECIBE BENEFICIOS DE SNAP/TANF, SIGA ESTAS INSTRUCCIONES: **Sección 1:** Escriba el nombre de cada persona en su hogar y fecha de nacimiento (de alumnos). (Adjunte otra solicitud, si es necesario.) **Sección 2:** Escriba el número de caso correspondiente a cada persona que recibe SNAP/TANF. No escriba el número de la tarjeta médica. **Avance a Sección 5:** Si le interesa compartir la información en esta solicitud con agencias de All Kids (de seguro médico) o de SNAP (anteriormente llamado Cupones para Alimentos), marque el cuadrillo y firme. **Sección 6:** Un miembro adulto del hogar debe firmar la solicitud. **Sección 7:** Marque los cuadrillos que correspondan a su identidad racial y étnica.

SI USTED ESTÁ APLICANDO DE PARTE DE UN NIÑO(A) SIN HOGAR, EMIGRANTE, FUGITIVO(A) O NIÑO EN EL PROGRAMA HEAD START, SIGA ESTAS INSTRUCCIONES: **Sección 1:** Escriba el nombre de cada persona en su hogar y fecha de nacimiento (de alumnos). **Avance a Sección 3:** Marque el cuadrillo que corresponda y obtenga la fecha y firma del coordinador escolar de alumnos sin hogar, emigrantes o fugitivos. **Avance a Sección 5:** Si le interesa compartir la información en esta solicitud con agencias de All Kids (de seguro médico) o de SNAP (anteriormente llamado Cupones para Alimentos), marque el cuadrillo y firme. **Sección 7:** Marque los cuadrillos que correspondan a su identidad racial y étnica.

SI USTED ESTA APLICANDO DE PARTE DE UN HIJO DE CRIANZA, SIGA LAS SIGUIENTES INSTRUCCIONES:

Si todos los niños en el hogar son hijos de crianza: **Sección 1:** Escriba el nombre, fecha de nacimiento y marque el cuadrillo "Hijo de Crianza" al lado del nombre de su(s) hijo(a)s de crianza. **Avance a Sección 5:** Si le interesa compartir la información en esta solicitud con agencias de All Kids (de seguro médico) o de SNAP (anteriormente llamado Cupones para Alimentos), marque el cuadrillo y firme. **Sección 6:** Un miembro adulto del hogar debe firmar la solicitud. **Si algunos, pero no todos, los niños en el hogar son hijos de crianza:** **Sección 1** Escriba el nombre, fecha de nacimiento y marque el cuadrillo "Hijo de Crianza" al lado del nombre de su(s) hijo(a)s de crianza. **Avance a Sección 4:** **Siga las instrucciones bajo TODOS LOS DEMÁS HOGARES (Sección 4) más abajo.** **Avance a Sección 5:** Si le interesa compartir la información en esta solicitud con agencias de All Kids (de seguro médico) o de SNAP (anteriormente llamado Cupones para Alimentos), marque el cuadrillo y firme. **Sección 6:** Un miembro adulto del hogar debe firmar la solicitud. **Sección 7:** Marque los cuadrillos que correspondan a su identidad racial y étnica.

TODOS LOS DEMÁS HOGARES, SIGAN ÉSTAS: **Sección 1:** Escriba el nombre de cada persona en su hogar y fecha de nacimiento (de alumnos). (Adjunte otra solicitud, si es necesario.). **Avance a Sección 4:** **Siga estas instrucciones para reportar el ingreso total de su hogar:**

Columna 1 Nombre: Escriba nombre y apellido de cada persona que vive en su hogar que recibe ingresos, sea pariente o no (tales como abuelos, otros parientes o amigos. Si es necesario, puede adjuntar una hoja adicional.). **Columnas 2 & 3 Ingreso Bruto y cada cuánto es recibido:** El Ingreso Bruto es la cantidad ganada antes de restar impuestos y otras deducciones. Esa suma se encuentra generalmente en el talón del cheque de pago. No es lo mismo que el dinero que se lleva a la casa. Escriba la cantidad que cada persona recibe de estas fuentes de ingreso. No incluyan los centavos. **Todas** las fuentes de ingreso deben ser anotadas en esta solicitud. Al lado de la cantidad, marque el cuadrillo que indica la frecuencia con que la persona recibe el ingreso (semanalmente, cada dos semanas, dos veces por mes, mensualmente o anualmente). **Avance a Sección 5:** Si le interesa compartir la información en esta solicitud con agencias de Medicaid (de seguro médico) o de SNAP (anteriormente llamado Cupones para Alimentos), marque el cuadrillo y firme. **Sección 6:** Un miembro adulto del hogar debe firmar la solicitud. **Sección 7:** Marque los cuadrillos que correspondan a su identidad racial y étnica.