



PARENT/STUDENT Code of Conduct Handbook

School Year 2026-2027

LEARN's mission is to provide children with the academic foundation and ambition to earn a college degree.

www.learncharter.org



Contents

Welcome from CEO	1
Section I – General School Information	2
Foreword	2
LEARN Mission and Values	2
Instructional Philosophy	3
What Makes LEARN Unique	3
Network Website	4
Eligibility, Registration and Enrollment	4
Residency Regarding Special Education Students	5
Divorced/Separated Parents	5
Homeless Students	5
Registration	6
Re-Enrollment	6
Student Transfer Information	6
Unsafe School Choice	6
LEARN Dress Code and Grooming	6
Academic Dishonesty	7
Fines and Fees	8
School Fee Waiver Policy	8
Parental Involvement	10
School Visitation	10
Home-School Partnership	11
Parent Communication	12
Emergency School Closing	12
Emergency Management	12
Community Notification Act (Sex Offender Information)	12
Mandated Reporting	13
Student Property at School	13
Cellular Phones and Other Information Technology Devices	13
Teacher Qualifications	13

Pre-kindergarten Program	14
English Language Learners: Transitional Bilingual Education Program (TBE) Transitional Program of Instruction (TPI)	14
Report Cards / Progress Reports	14
Graduation Commencement Exercise Participation Criteria	14
Eighth Grade End-of-the-Year Eligibility Requirements	15
Student Attendance	15
Truancy	17
Pick-Up/Drop-Off	17
Authorization for Adults to Pick-Up Students	17
Student Health	18
Accidents and Injuries	18
Home Hospital Instructional Services	18
Seizure Policy	19
Allergen Policy	20
Wellness Policy	21
Allergen Aware Policy	22
Dental Examinations	22
Vision Examinations	23
Vision Screenings	23
Exemptions	23
Inclusion/Exclusion Policy	23
Administration of Medicine to Students Policy	25
Vision and Hearing Screening Tests	29
Athletic Physicals/Eligibility	29
Section III – Student Records and Identity Protection Policy	30
Student Progress	30
Student Records	30
Federal Educational Rights and Privacy Act (FERPA)	31
Directory Information	32
Access to Records by Students and Parents/Guardians	33
Disclosure of Records	33

Procedure for Challenging Student Records	35
Reciprocal Reporting Agreement	37
Protection of Pupil Rights (PPRA)	37
Section IV – Technology Use/Acceptable Use of Electronic Network & Internet	39
Acceptable Use Policy (AUP) for the Internet	39
Acceptable Uses of Electronic Resources	39
Internet Safety	39
Social Networks, other Web 2.0 Resources and Personal Technologies	40
Usage and Conduct	40
Authorization for Electronic Resource Access	41
Unacceptable Uses of School Network Electronic Resources	41
Internet Safety	42
Education, Supervision and Monitoring	43
Privacy Policy	43
Storage Capacity	43
Penalties for Improper use	44
Disclaimer	44
Media Authorization	44
Department of Justice Dos and Don'ts	44
Section V – Transportation	45
Transportation	45
Section VI – Building and Environment Safety	45
Building Visitation	45
Pest Control	46
Asbestos Management Plan	46
Hazardous Materials	46
Eye Protection in School Act	47
Suicide Awareness and Prevention Policy	47
Section VII – Equal Educational Opportunities and Non-Discrimination Policies	47
Student Non-Discrimination Policy	47
Harassment Policy	47

Definitions	48
Students with Disabilities/Impairments	51
Transgender Children	51
Anti-Bullying Policy	52
Definitions	52
Dating Violence	54
Reporting Procedures for Violations of Non-Discrimination, Harassment or Anti-Bullying Policy	54
Interim Measures	57
Mediation	58
Investigation	58
Criminal Complaint	59
Confidentiality	59
Retaliation	60
Procedures for Addressing Violations of Non-Discrimination, Harassment or Anti-Bullying Policy	60
Decision and Appeal	62
Section VIII – Student Code of Conduct	63
GENERAL REQUIREMENTS	63
REPORTING PROCEDURES AND DUE PROCESS	63
SUSPENSION GUIDELINES	66
Skill-Building In-School Suspension	66
Out-of-School Suspension	66
EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES	67
Request for Expulsion Hearing	67
Emergency Assignment to Interim Alternative Education Setting	67
Expulsion Hearing Procedures	67
Expulsion Final Determination	68
For Chicago Campuses - Review of Final Expulsion Decision By CPS	68
Transition when Expulsion Complete	68
POLICE NOTIFICATION GUIDELINES	68
Emergency	68

Criminal Acts	68
Sexual Misconduct	69
Possible Violations of Criminal Law	69
Violations of Criminal Law	70
Student behaviors covered by the SCC	71
SPECIAL NOTES ON APPLICATION OF STUDENT CODE OF CONDUCT	71
No Disciplinary Action for Failure to Consent to Administration of Medication	71
GROUP 1 – Inappropriate Behaviors	72
GROUP 2 – Disruptive Behaviors	73
GROUP 3 – Seriously Disruptive Behaviors	74
GROUP 4 – Very Seriously Disruptive Behaviors	76
GROUP 5 – Most Seriously Disruptive Behaviors	78
GROUP 6 – Illegal and Most Seriously Disruptive Behaviors	81

August 2025

Dear Parents/Guardians and Scholars,

Welcome to LEARN Charter School! LEARN is a Network of eleven public, tuition-free charter schools in the Chicago, Lake County, Waukegan, and Washington D.C. Our mission is to provide our scholars with the academic foundation and ambition to earn a college degree. We are excited to have you and your scholar be a part of the LEARN family.

The LEARN Charter School Network Parent/Student Handbook outlines our school policies that ensure a safe and nurturing learning environment for your child. The handbook was created as a Network-wide document to provide consistency among schools across the LEARN Network.

The content of the handbook was developed through a cooperative effort between parents, teachers, administrators, and board members. We trust that this information will be helpful in discussions with your scholars as they navigate the academic and social environment within our schools. If you have any questions about anything you read on the following pages, please contact your school principal. As always, communication between the school and families is important to student success. We look forward to a productive and fulfilling school year.

Sincerely,

Gregory White

President and CEO

Parent/Student Handbook

Section I – General School Information

Foreword

The **Discipline & Parent Handbook Committee**, a subcommittee of the **Board of Directors**, parents, faculty, staff, and administration cooperatively developed this parent/discipline handbook to answer many of the commonly asked questions you may have about our Network of schools. The resulting handbook, in compliance with the Illinois School Code (105 ILCS 5/), may be used as a reference for school and extracurricular participation matters, and other issues. It is the responsibility of all parents/guardians and students to become familiar with the contents of this handbook. Should you have any questions that are not addressed in this handbook, contact the main office of your school. This handbook supersedes all prior handbooks.

LEARN Mission and Values

The mission of LEARN Charter School Network is to provide children with the academic foundation and ambition to earn a college degree. We currently serve over 4,000 scholars in ten schools in the communities of Chicago, North Chicago, and Waukegan. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each individual's learning style and academic needs.

We firmly believe the seeds for college success must be sown and cultivated early in a child's education. As a Network of college preparatory elementary schools, we lay the foundation for our scholars to succeed in high school and beyond. LEARN's educational program is guided by five **Core Values** defining the culture and learning environment:

- 1) **Culture of Respect:** LEARN's culture of respect is expected between and among staff, parents, students, and the communities LEARN serves. Respect is reflected in LEARN's open door policy, a guiding principle in effect at all LEARN schools. Administration and instructors are always available to talk to parents and guardians. We believe it is the right, privilege, and responsibility of each individual to contribute to and work in an environment of trust and cooperation.
- 2) **High Expectations:** LEARN believes the utilization of data helps instructors and school leaders develop targeted, instructional strategies for excellence. LEARN uses school-wide instructional monitoring to ensure academic expectations are being met consistently throughout the year. Since LEARN provides numerous resources to instructors, instructors are held accountable for student performance.
- 3) **Safe and Nurturing Environment:** LEARN is committed to providing a safe and nurturing environment for our scholars to learn. As soon as a child walks through the door, LEARN promotes a sense of well-being and warmth. A goal at LEARN is to provide a safe haven for children. We aim to provide a place where learning takes place and students gain an understanding of themselves and how to treat others respectfully.
- 4) **Focus on the Whole Child:** LEARN values the diversity of our scholars' abilities, learning styles, cultures/backgrounds, talents, strengths and needs. At every grade level, we use the whole child approach to support children in developing the academic, social, emotional, psychological, and physical/wellness skills that will help our scholars to become successful in school and life. Additionally, LEARN seeks out and partners with various organizations to provide our scholars with a broad range of educational experiences, including but not limited to, the arts and culture, sports, and leadership activities and opportunities

- 5) **Family Involvement:** LEARN fundamentally understands the importance of partnering with parents to fully develop the potential of each child. We believe it takes a community – of parents, teachers, other adults, as well as the children within the community—to create a sustainable, supportive learning environment.

Instructional Philosophy

Our objective is to ensure that effective student-centered instruction is being executed consistently across classrooms to maximize student achievement. We believe that the relationship between the student and instructor is critical. We provide small group instruction for our students in order to meet their individual academic goals. LEARN successfully prepares scholars to excel in high-performing secondary schools and colleges.

LEARN provides the following for students, parents, and staff:

- 1) **High Academic Standards:** LEARN students are expected to make consistent academic growth and meet individualized academic goals
- 2) **Assessment Driven Instruction:** LEARN utilizes school-wide assessments throughout the year in order to establish learning objectives, plan instruction and keep parents informed of their child's progress
- 3) **Instructional Methods & Strategies:** LEARN instructors and students have access to the best resources and strategies proven to deliver successful student outcomes
- 4) **Instructor Support and Accountability for Student Performance:** LEARN is dedicated to recruiting, developing, and supporting highly skilled instructors who can effectively facilitate instruction in the classroom

What Makes LEARN Unique

- Effective student-teacher ratio
- Extended school year (190 school days) & school day (7½ hours)
- Ongoing weekly professional development for instructors
- Commitment to the social and emotional development of all scholars
- LEARN offers a variety of visual and performing arts programming as well as technology, Spanish and physical education. Options vary by campus.

School Campuses and Locations

<i>LEARN Romano Butler Campus</i>	<i>1132 S. Homan Avenue, Chicago, IL</i>	<i>(773) 722-0200</i>
<i>LEARN Excel</i>	<i>3021 W. Carroll Avenue, Chicago, IL</i>	<i>(312) 243-7001</i>
<i>LEARN Campbell Campus</i>	<i>212 S. Francisco Avenue, Chicago, IL</i>	<i>(773) 826-0370</i>
<i>LEARN South Chicago Campus</i>	<i>8914 S. Buffalo Avenue, Chicago, IL</i>	<i>(773) 722-8577</i>
<i>LEARN Hunter Perkins Campus</i>	<i>1700 W. 83rd Street, Chicago, IL</i>	<i>(773) 488-1634</i>
<i>LEARN 6 Campus North Chicago Great Lakes</i>	<i>3131 Sheridan Road, Great Lakes, IL</i>	<i>(847) 377-0600</i>
<i>LEARN 7 Elementary School</i>	<i>3021 W. Carroll Avenue, Chicago, IL</i>	<i>(773) 584-4350</i>
<i>LEARN 8 Middle School</i>	<i>3021 W. Carroll Avenue, Chicago, IL</i>	<i>(773) 584-4300</i>
<i>LEARN 9 Campus Waukegan</i>	<i>1200 W. Glen Flora, Waukegan, IL</i>	<i>(847) 377-0690</i>
<i>LEARN 10 Campus North Chicago</i>	<i>1811 Morrow Avenue, North Chicago, IL</i>	<i>(847) 693-5021</i>
<i>LEARN Pre-Kindergarten</i>	<i>3021 W. Carroll Avenue, Chicago, IL</i>	<i>(773) 826-9122</i>
<i>Central Management Office (CMO)</i>	<i>3021 W. Carroll Avenue, Chicago, IL</i>	<i>(773) 584-4300</i>
<i>PreK Margaret Romano</i>	<i>1411 S. White Oak Drive , Waukegan IL</i>	<i>(773) 733-7299</i>
<i>PreK LEARN 6</i>	<i>3131 Sheridan Road, Great Lakes, IL</i>	<i>(847) 377 - 0600</i>

Network Website

The Network maintains a website in order to facilitate communication with parents, guardians, families, and students. Additional/specific contact information can also be found on the Network's website. The address is www.learncharter.org.

Eligibility, Registration and Enrollment

Age and Residency Eligibility

The State of Illinois requires that a child must be five years old on or before September 1st of the current school year to be eligible to enroll in kindergarten.

Each student enrolling in school for the first time should have a certified copy of his/her birth certificate and a physical examination with a completed immunization record before acceptance into the LEARN Charter School Network. Students transferring from other schools must have evidence of these items before being accepted into LEARN. If a birth certificate is unavailable, the parent may present other reliable proof of the child's identity and age that is supported by a sworn statement explaining why the birth certificate is not available. Other reliable proof of the child's identity and age includes a passport, visa or other governmental documentation of the child's identity. If the student was not born in the United States, LEARN will accept birth

certificates or other reliable proof from a foreign government.

If the birth certificate is not provided within 30 days after enrollment, the Network is required by the Missing Children Records Act to notify the Illinois Department of State Police or local law enforcement. In such instances, the Network shall also notify the parent enrolling the child that they have 10 additional days to provide the birth certificate.

For students entering from another Illinois school, a Student in Good Standing Form (ISBE Form 33-78) must be submitted to the receiving school

Student Residency: Enrollment at LEARN Charter School Network shall be open to any child who resides within the District boundaries of the City of Chicago, City of Waukegan, and City of North Chicago. Students may only attend campuses within their district of residence. A person who knowingly or willfully presents or assists another person to present to a school any false information regarding the residence of a pupil for the purpose of enabling that pupil to attend school in the network, shall be immediately withdrawn.

Students may attend The LEARN Charter School Network on a tuition-free basis if the child meets the following residency requirements:

- The student resides within the boundaries of the school network with his/her natural parents or his/her custodial guardians or parents in the case of divorce or separation.
- The student resides within the network with a person other than the natural or custodial parent, and custody and control has been transferred to such person.
- The student may not attend network schools if his/her residence is primarily for the purpose of enrollment in LEARN Charter School Network.
- The student may remain in the school network to complete the school term if the family changes residences after the start of the school year. The parent is responsible for transporting the student to and from school. If the student becomes homeless, LEARN provides the transportation and/or splits it with the "new" District the student is living as a homeless person. Please contact the STLS Liaison/Clerk at the attending LEARN Campus to get more information.
- A student residing outside of LEARN Charter School Network boundaries may not be permitted to attend school within the network.
- Students living in transitional housing, motel, or at a shelter are not required to provide proof of residency. Please contact the school office for more information.

Residency Regarding Special Education Students

A student identified as needing intervention through special education services shall be considered a resident in accordance with the following guidelines:

- The student's parents must have legal guardianship.
- An individual guardian has been appointed by the courts and resides in the boundaries of LEARN Charter School Network.
- An Illinois Public Agency has legal guardianship, and the student resides either in the home of the parent or within the same network as the parent in LEARN Charter Network boundaries.
- An Illinois Court orders a residential placement, but the parents retain legal guardianship.

In cases where an Illinois Public Agency has legal guardianship and has placed the student residentially outside of Illinois, the last school network of residence shall continue to be the network of residence until the student is no longer under the guardianship of Illinois Public Agency and is returned to Illinois.

Divorced/Separated Parents

In the case of divorced or separated parents, when only one parent has legal guardianship or custody, the District in which the parent having legal guardianship or custody resides is the resident District. When both parents retain legal custody or guardianship, the resident District is the District in which either parent who provides the student's primary regular fixed night-time abode resides; provided, that the election of resident district may be made only one time per school year.

Homeless Students

The School District of a homeless student is the district in which the student enrolls for educational services. Homeless individuals include those children defined in the Stewart B. McKinney Homeless Assistance Act. Each child of a homeless individual and each homeless youth have equal access to the same free,

appropriate public education, as provided to other children and youths. Homeless students shall not be separated or stigmatized.

Registration

To officially register your child, you must provide the following documentation:

- Proof of Age (e.g., certified copy of birth certificate)
- (2) Proofs of Residency (current utility bill, lease)
- Emergency Contact Information
- Ethnicity Survey
- Home Language Survey
- Updated medical, dental, vision information, including immunization records
- Information on any special needs (e.g., current IEP or 504 Plan) or circumstances regarding your child (e.g. food allergies and asthma)
- LEARN forms

Once students are officially admitted, parents are expected to attend the parent orientation at the campus the student (s) will be attending. The date of the Parent Orientation at each campus will be announced.

Re-Enrollment

To re-enroll for the upcoming school year, you must provide the following documentation:

- Updated medical, vision, dental information, including immunization records
- LEARN forms
- Families re-enrolling at LEARN 6, LEARN 10 (D187) and LEARN 9 (Waukegan) must provide (2) Proofs of Residency (please refer to your school campus for acceptable documents) and government issued Identification.

A staff person will contact the family if additional information is needed. *Falsification of any documentation can lead to disqualifying your child.*

Student Transfer Information

When a parent withdraws a student from LEARN Charter School Network in order to enroll their child in a new school, they are required to complete transfer forms available at the school office at each of the schools. All outstanding fees and fines must be paid. Students must return school-owned property. If appropriate, a Student in Good Standing Form will be issued (ISBE Form 33-78)

Unsafe School Choice

The unsafe school choice option allows students to voluntarily transfer to another District school or to another public charter school within the Network. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law, and identified by the Illinois State Board of Education, and
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

LEARN Dress Code and Grooming

Good grooming on the part of students is a factor in developing a desirable classroom climate, aids in the promotion of good citizenship, and establishes self-esteem and pride in our schools. A student's dress and grooming should not detract from the educational environment. LEARN has adopted a dress code policy that

requires students to wear a specific uniform. The dress code and uniform policies are gender-neutral. Unless excused due to special circumstances, students who fail to follow the dress code or uniform policy may be given detentions or excluded from extracurricular activities but will not be barred from attending class. A student may receive additional consequences for violating the dress code or uniform policy if the student's dress disrupts or may disrupt the educational process and is unexcused due to special circumstances. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation.

The following framework serves as guidance for student dress during the school day and during extra-curricular activities:

- Students must be in uniform at all times. Students will not be allowed to wear any clothing displaying depictions of death, dying, suicide, cigarettes, alcohol or other drugs, gang affiliation, derogatory sayings, or inappropriate language.
- Undergarments may not be worn as outerwear or be visible.
- Students may not write on skin.
- Coats and hats are not allowed during school days unless specified by the principal.
- Students may not wear heavy or thick chains or studded jewelry (including, but not limited to chained wallets or animal choke collars).
- Students must wear a complete uniform. Clothing must be proper fitting, including length and style. Clothes may not be too loose fitting or too tight.
- Pants must be worn at the waist.

Academic Dishonesty

Students engaged in academic dishonesty such as, but not limited to, intentional plagiarism, giving or receiving help during an examination, directly copying another student's work, obtaining copies of tests, or scoring devices prior to an examination instrument, or impersonating another student to assist him/her academically, will be subject to disciplinary action.

Students must use GenAI tools ethically. Students should never use GenAI tools to create inappropriate or harmful content. Students must follow the Student Acceptable Use Policy whenever they use GenAI tools, just as they should when using any other information technology resources. Violations of these guidelines, including the misuse of AI to generate offensive or damaging material, will result in disciplinary actions, which may range from a warning to more severe penalties depending on the nature of the infraction, pursuant to the Student Code of Conduct.

School Fee Policy

Definition of School Fee

"School fee" means a fee collected by LEARN from a parent or guardian as a prerequisite to the student's participation in any extracurricular program at the school.

Notification of School Fee Policy

The notification is required as per CPS policy: "At the beginning of the school year, each school shall issue a fee schedule containing that of the fees which will be charged by the school during the school year and a brief description of what each fee covers. Only the fees listed in the schedule are to be imposed. This schedule is to be issued to all parents through the students and must be printed in the primary language of the student.

School Fee Deposit

At re-registration for existing parents and registration for new parents, parents will be required to pay a deposit toward their total school fee for the upcoming school year. Failure to pay this deposit will not change a student's

enrollment status for the upcoming school year, and parents of students who cannot afford to pay the fee or who qualify for FRL should contact the school office.

School Fee Total Payment

Parents will have until the first day of school to pay their school fee balance as outlined in the notification

Failure to pay the balance by the first day of school will not change the student's enrollment status for the upcoming school year.

LEARN allows for parents to set up monthly payment plans if the parent is unable to pay the deposit or total school fee balance or for activity fees in a lump sum. If a parent sets up a monthly payment arrangement with the school office and stays current on that arrangement, the student will be able to participate in the activity fees listed. Please visit the school office if interested in setting up a monthly payment plan.

School Fee Waiver Policy

Confidentiality

School records that identify individual students as applicants or recipients of fee waivers will be kept confidential and will not be disclosed except as provided under the Illinois Student Records Act (105 ILCS 10).

Waiver of Fees

LEARN will accept fee waivers from eligible students. In some circumstances, the Network will waive all fees assessed. Eligible students include but are not limited to, children who are eligible for lunches under the Federal Free and Reduced Lunch program and those who have other extenuating circumstances such as loss of income due to a sudden job loss, severe illness or injury in the family, unusual expenses as a result of a flood, fire, or storm. All textbooks and materials used by these students are on a loan basis only and must be returned to the school at the end of the school year.

The parents and guardians of all students shall be notified by request of this policy at the start of each school year. Thereafter, the parents and guardians of all students enrolling in the network for the first time shall be notified of the policies and procedures. The first notice sent to parents who owe fees shall state that the Board waives fees in accordance with this policy and shall state the waiver application procedure including the name, address, and phone number of the person to contact regarding information about the fee waiver.

Eligibility

Fee waiver applications are available at each LEARN school office. To be eligible for a fee waiver, a parent must come into the school office to fill out a fee waiver application **and** verify one of the following circumstances:

1) **Direct Certification:** Parent participation in one of the following federal programs: Temporary Assistance for Needy Families (TANF), Medicaid, or Supplemental Nutrition Assistance Program (SNAP)/Food Stamps.

Verification:

- a) TANF letter from the city/state;
- b) Medical enrollment documents; or
- c) SNAP/Food Stamp enrollment documents

2) **Categorical Eligibility:** If, under state or federal law, a student is: homeless, a migrant, in foster care, runaway or participating in Head Start.

Verification:

- a) Homeless: STLS Application and Approval;
- b) Migrant: Birth Certificate from country of origin and check stub; c) Foster Care: Official letter from social worker or foster home; or d) Runaway: No guardian or parent involvement

4) **Extenuating Circumstances:** Examples include parents who have recently experienced a very significant loss of income due to severe illness or injury in the family, or unusual expenses such as fire, flood, or storm damage.

Verification:

- a) Note from doctor confirming severe illness and pay stubs; or b) Report from public service department confirming emergency

5) **Federal:** A student, who based on the federal income guidelines, is eligible for ****free breakfast and/or lunch pursuant to Section 1758 of the federal Richard B. Russell National School Lunch Act (42 U.S.C. 1758), the School Breakfast and Lunch Program Act (105 ILCS 125), or any other Act authorizing or requiring free school meal programs. Verification:**

- a) Payroll stubs or tax returns; and
- b) Income guidelines prescribed by the Secretary of Education each year beginning on July 1. For income eligibility guidelines for 2016-2017, please see the chart below.

**LEARN will not use information obtained during the student school fee verification process to determine or verify a student's eligibility for the free breakfast and/or lunch program(s).

In addition, LEARN will not use a student's application for the free breakfast and/or lunch program to determine or verify a student's eligibility for fee waivers.

Automatic Fee Waivers: If a student receives a fee waiver through one of the eligibility categories listed above, any other student living in the same household will also receive a fee waiver. No other circumstances qualify for automatic eligibility.

Resolution of Disputes

Fee waiver decisions will be made within thirty (30) calendar days of receipt of the application and all verification materials. The decision will be mailed to the address on file at LEARN. If denied, the decision will state the reason for the denial and include information regarding the appeal process. The notice will also state that the parent can re-apply for a waiver at any time if circumstances change.

Appeal Process

Parents may appeal the fee waiver decision within thirty (30) calendar days of their notified denial. The parent will be granted an appointment with a compliance officer and given the opportunity to explain why the fee waiver should be granted. The person who decides the appeal will not be the person who initially denied the fee waiver (Principal) or a subordinate of this person. If the appeal is denied, then LEARN will mail its decision to

the parent within thirty (30) calendar days after receipt of the parent's request for appeal. The decision will state the reason for denial.

No fees will be collected from a parent who is seeking a fee waiver or in the appeal process until the parent has been notified of LEARN's final decision. Students will also be able to participate in non-academic/non-district activities until a parent has been notified of LEARN's final decision.

Verification Calendar

Fee waiver re-verification will take place every sixty (60) calendar days for those who receive waivers. See below for dates for the 2026-2027:

- | | |
|---------------------|---------------------|
| 1. October 2, 2025 | 2. December 4, 2026 |
| 3. February 5, 2027 | 4. April 2, 2027 |

If a student receiving a fee waiver is found to no longer be eligible during the school year, and then LEARN will require the parent to pay an adjusted amount based upon the number of school days remaining in the school year.

Parental Involvement

The LEARN Charter School Network encourages parental involvement. We welcome and encourage parents and care-givers to participate fully in the life of our school. Parents are invited to become actively involved in the parent organizations at their school. Additional information is available at each individual school office.

In addition, the Network works to develop collaborative relationships between students' families and school personnel, and to enable parents to become active partners in education. Opportunities exist at all campuses for parents to become involved in the classroom as volunteers, and in advisory capacities through Building Leadership Team participation.

School Visitation

Under the School Visitation Rights Act, employers must grant leave to eligible employees for the purpose of attending school conferences or classroom activities. For additional information, please refer to the School Visitation Rights Act at 820 ILCS 147/1, *et seq.*

Home-School Partnership

The LEARN Charter School Network school community realizes the trust and responsibility that parents share with our schools. We believe that a home-school partnership will enhance the educational experience by providing clear communication on acceptable behaviors within the school environment and the larger community.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Where issues arise or misconceptions take place, please contact your child's teacher or the principal, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the school's complaints procedure as outlined in this handbook.

The purpose of the following information is to provide the expectations around the conduct of all parents, care-givers and visitors connected to our schools.

This section aims to clarify the behavioral expectations at our campuses and seeks parental agreement to these expectations.

The section also sets out the actions the school can take should this code be ignored or where breaches occur.

*To maintain a working relationship between the home and school, **we encourage** parents to consider the following:*

- Members of the school community and parents should establish positive, respectful communication between home and school.
- Staff members and parents should model positive behavior.
- An atmosphere of encouragement and high expectations provides an opportunity for students to give their best efforts.
- Attendance at parent teacher conferences, meetings, concerts, assemblies, fairs, demonstrations, extra-curricular, and sports activities provides opportunities for parents to support their children throughout the school experience.
- Enrichment activities such as plays, concerts, library and museum visits, and other cultural related activities enhance a child's learning.
- Clear procedures for homework and study activities will support the child's learning experience.
- Participation in Parent and Teacher activities provides another avenue of communication and involvement in the school community.

*In order to ensure a safe and nurturing school environment, parents/visitors are **expected to refrain** from the following behaviors:*

- Disruptive behavior which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Any inappropriate behavior on the school premises.
- Using loud or offensive language or displaying temper with continuous derogatory language.
- Threatening in any way, a member of staff, visitors, fellow parent/care-giver, or child.
- Damaging or destroying school property.
- Sending abusive, harassing, or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive, or derogatory comments regarding the school or any of stud /parents/staff/principal at the school on Facebook or other sites
- The use of physical, verbal, or written aggression towards another adult or child. This includes physical punishment of your own child on school premises. This could lead to us contacting DCFS.
- A parent approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, selling, and/or taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorized events)

Should **any** of the above occur on school premises or in connection with school, the school may feel it is necessary to take action by contacting the appropriate authorities or consider banning the offending adult from entering school property. Please note that once a parent is banned, we have the right to ban for an indefinite amount of time.

Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Parent Communication

Parents are our partners in the education of our scholars. In order to meet the needs of every child, we believe communication must be open, honest, and continuous. The Network has endeavored on several different initiatives to improve communication. The network website has been improved and can be accessed at www.learncharter.org. On the website, a running calendar of events provides parents with up to date information regarding activities throughout the Network.

LEARN Charter School Network uses student management system - "PowerSchool"- which provides private and immediate parent access to student progress and achievement. The system provides access to student information such as attendance and grades.

Regular communication with our administration, faculty and staff is encouraged. The administration and faculty are committed to regular and open communication. If there are any questions or concerns, parents are encouraged to call the school office to schedule an appointment with their child's teacher.

Emergency School Closing

It is the responsibility of the President/ CEO to take such action as deemed appropriate for the schools within his/her jurisdiction. If there is a weather emergency and the schools of the LEARN Network must be closed, the following stations will carry the announcement: **Radio: AM-720 (WGN), 780 (WBBM); TV: 2(CBS), 5(NBC), 7(ABC), 9(WGN), 32(FOX), CLTV (cable)**. Please tune to these stations for information. Emergency closing information may also be accessed electronically at the emergencyclosings.com web site. ***(We will also post the closing on the network website, as well as notify by email, text, and telephone through our school communication system.)*** The Network makes the decision as to whether or not the school remains open, but the decision to send a child to school in severe weather is always the choice of the parent. Parents who feel conditions are unsafe for their scholar to attend school, even if school is open, may keep their child home that day. This will count as a day of absence.

Students will not be dismissed during a tornado warning except to a parent/legal guardian who enters the building and signs the child out of school.

All schools hold safety drills. When an alarm is sounded, children and teachers are sent to a designated location in the building. Parents are asked to impress upon their children the seriousness of these drills. Silence and complete cooperation will be expected of every child.

Emergency Management

The LEARN Charter School Network maintains an Emergency Management Plan, which outlines procedures to assist building staff in dealing with crisis situations, should they arise.

The plan includes guidelines for dealing with situations such as natural disasters, bus accidents, or an intruder in the building. A network-wide crisis plan has been developed and deployed throughout the school system. The plan is in place to address any threats to the safety and well-being of students and staff.

The plan outlines actions to be considered by the various staff in the school setting including administrators, teachers, nurses, building secretaries, and crisis teams at each school site.

Community Notification Act (Sex Offender Information)

Information about sex offenders is available to the public as provided in the Illinois Sex Offender Community Notification Law. The Sex Offender Database can be accessed at the following Illinois State link:

<https://www.isp.state.il.us/sor/>

Mandated Reporting

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required by state law to report suspected child abuse or neglect immediately. Once a staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- Notify the administration
- Call the DCFS hotline at (800) 25-ABUSE
- Complete an incident report

LEARN will contact DCFS if a parent initiates corporal punishment on school grounds.

Student Property at School

The LEARN Charter School Network shall not be liable for theft or loss of personal property on school grounds. Should students choose to bring personal belongings to school, the students, not the school, are responsible for ensuring that their belongings are secured. LEARN encourages parents and students not to bring valuables to school, which include cash, electronics or digital equipment, expensive clothing attire, jewelry, etc. LEARN will not reimburse for lost or stolen items from student to student. If however, items in LEARN's possession are either lost or stolen, LEARN will only reimburse up to \$50. Should students choose to bring such items to school, they do so at their own risk.

Parents or guardians should take steps to ensure that any valuable items are appropriately covered under their homeowners insurance or renters insurance.

Cellular Phones and Other Information Technology Devices

Cellular phones or other information technology and electronic devices are not to be used during regularly scheduled school hours unless authorized. These phones and devices include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

Students are permitted to use cellular telephones before and after the school day or during transport to and from school or school-related or sports activities, or for any good cause after considering a written request from a parent/guardian, provided that it is not disruptive to school activities or events. If a principal denies a parent/guardian's request, the parent may appeal to the LEARN CEO or designee. If brought to school, these devices are to be turned off and stowed away during the regular school day. It is the student's responsibility to ensure devices are turned off.

Students may also use cellphones, hand-held laptops, and other electronic devices for instructional purposes during the school day. Any device with photo capability is not permitted in bathrooms or locker rooms at any time.

Students found in possession of these devices during times of unauthorized use will have be subject to interventions and consequences under the Student Code of Conduct. Misuse of these devices may result in the device being confiscated.

LEARN Charter Network is not responsible for lost or stolen portable communication and other electronic devices.

Teacher Qualifications

Under Illinois Licensure Charter School requirements, 75% of all LEARN teachers must meet state and local licensure requirements. All special education teachers must be licensed to teach special education. Please

contact your school office regarding the Parent Right to Know Act if you would like to request information.

Pre-kindergarten Program

The LEARN Pre-Kindergarten program is an educational program supported with funds from the Preschool for All program. The PFA program is for children ages 3 through 5 who are not age eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the early childhood program is to be implemented), and who are determined by multiple weighted at-risk factors.

The LEARN Charter School Network has developed guidelines to screen three and four year olds who exhibit academic or behavioral characteristics that would suggest the need for early intervention through the Network's Early Childhood Learning Program. Information is available from the building principal at each of the network's school buildings.

LEARN considers several processes to determine the needs of children enrolling in the program including district boundaries, low income status, and the results of assessments and screening.

English Language Learners: Transitional Bilingual Education Program (TBE) Transitional Program of Instruction (TPI)

The LEARN Charter School Network provides screening, evaluation, and instruction for students whose cultural background includes languages other than English. Upon enrollment in the LEARN Charter School Network, students are identified through the use of the Home Language Survey form, WIDA screener and ACCESS scores. Parents will be notified in writing if their student qualifies for services in either the network Transitional Program of Instruction (TPI) or Transitional Bilingual Program (TBE), along with the program description.

Report Cards / Progress Reports

A Report Card will be sent home with each student every quarter. Special progress report forms will be sent to parents whenever deemed necessary by the teacher. These reports will be sent home with recommendations for student improvement. Parents who have concerns should arrange a conference with the student's team.

Graduation Commencement Exercise Participation Criteria

Teachers and administration believe that participation in the commencement exercise should be a meaningful activity earned by the individual student. The following criteria have been developed for commencement exercise participation. Parents will be informed following the second and third quarters if their student is at-risk of not participating in the commencement exercises. Parents will be notified if their student is being reviewed by the administration related to the commencement exercise criteria.

The criteria for commencement exercise participation are as follows:

- 1) Students who demonstrate and establish a pattern of continuous positive behavior, or students who demonstrate significant behavior improvements are eligible to participate in the commencement exercises. Students are expected to meet and maintain a high standard of behavior for the entire school year.
- 2) Students meeting the first criteria and earning a final passing grade in all subjects (including Fine Arts and Physical Education) are eligible to participate in the commencement exercises.
- 3) Students not earning a cumulative grade point average of 1.0 in all subjects are not eligible to participate in the commencement exercise and will be retained in their current grade placement. These students will be reviewed utilizing a research-based

instrument, which considers student intelligence, academic achievement, and history of learning disabilities, parent involvement, and other relevant criteria. The results of the review will determine appropriate placement for the ensuing school year. This review and decision will be made by the School administration and will include parent involvement.

- 4) Students serving out-of-school suspensions running concurrent with the commencement exercise are not eligible to participate in any school activity, including the commencement exercise.

Eighth Grade End-of-the-Year Eligibility Requirements

Students must be academically and behaviorally eligible for eighth grade activities.

End-of-year eighth grade activities including the trip, eighth grade graduation dance, and walking across the stage at graduation are privileges. Therefore, the eighth grade team of teachers and the building administration will review students' academic and behavioral data after each quarter. Any students who have accumulated 10 or more detentions and/or more than one suspension in their eighth grade year will be required to attend a meeting with their parents, administration, and teachers to discuss eligibility for participation, and may develop a plan in order to attend the activities. Students who do not meet the expectations of the plan will lose their end-of-year privileges as indicated by the plan developed by the student, teachers, parents, and administration.

Section II – Student Attendance/Health

Student Attendance

I. Student Attendance

LEARN Charter School Network (“LEARN”) shall make attendance decisions in accordance with the Illinois School Code and this Student Attendance and Truancy Policy.

Student Attendance

Students are encouraged to attend class every day. A full-day of attendance for students in grades 2nd through 8th must be a minimum of five clock hours (300 minutes) of instruction under the direct supervision of: (i) a certified teacher, or (ii) non-teaching/volunteer personnel when engaging in non-teaching duties and supervising those instances specified in Section 10-22.34(a) and Section 34-18. A full-day of attendance for students in full-day Kindergarten or 1st grade must be four clock hours (240 minutes) of instruction or more. Adverse weather conditions causing an interrupted or delayed start to the day as well as conditions which occurs beyond the control of the school which poses a hazardous threat to the health and safety of students does not prevent a school from recording a full-day of attendance for students that were present; however, LEARN must provide at least 60 minutes of instruction.

On a regular school day, enrolled students in grades 2nd through 8th that receive less than 300 minutes of instruction but at least 150 minutes of instruction will only receive a half-day of attendance. Enrolled students in grades 2nd through 8th that are not in attendance for at least 150 minutes of instruction will receive no credit. On a regular school day, students in full-day Kindergarten or 1st grade that receive less than 240 minutes of instruction but at least 120 minutes of instruction will receive half day credit of attendance. Enrolled students who are in Kindergarten or 1st grade and are not in attendance for at least 120 minutes of instruction will receive no credit.

Behavioral/Mental Health Days

A valid cause for absence from school is illness, which includes the mental or behavioral health of the student. Scholars can take up to 5 excused mental/behavioral health days, for which the parent/child need not provide a medical note, in circumstances which cause reasonable concern to the parent for the mental,

emotional, or physical health or safety of the student. In these instances, the child shall be given the opportunity to make up any schoolwork missed during the mental or behavioral health absence. After the second mental health day used, the child may be referred to the appropriate support personnel, as necessary.

Early Dismissal

LEARN discourages early dismissals. This refers to any student picked up before 4:00 pm. There will be no early dismissals after 3:30 pm as teachers and support staff are preparing for dismissal, unless it's an emergency. Entrance into the school buildings will be restricted starting at 3:30 PM. Additionally, students will be marked as absent for one half day if picked up prior to 2:00 pm. Finally, only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.

In the case of an early dismissal, Parents should contact the office beforehand, either by note or phone call explaining the reason, to arrange dismissing a student from school while in session. All students leaving school with an early dismissal must be picked up in the main office by a parent/guardian.

Absences

The Network requires that parent(s)/guardian(s) ensure that their children, once enrolled, attend school regularly and notify the school of absences and the reasons for those absences. The LEARN Charter Network adheres to Illinois School Code in determining excused absences. "Valid cause" for absence shall be illness, including the mental or behavioral health of the student, observance of a religious holiday, death in the immediate family, or family emergency and shall include such other situations beyond the control of the student, as determined by the parent/guardian or Board of Directors, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

Parents must call the school office as soon as possible to inform the school of an absence. Students must provide a written excuse, signed by the parent upon their return to school.

In the case of an unreported absence, the school will make a reasonable effort to call the parent/guardian on the telephone numbers provided at registration within the first two hours of the student's school day. Students who are absent because of the observance of a religious holiday are excused provided the parent or guardian has given five (5) days advance notice of the student's intended absence to the building principal. A written excuse upon return to school following a religious observance absence that was prearranged is not required. All students who are absent from school due to the observance of a religious holiday have an equal opportunity to make up any school work requirements, including exams, missed due to the absence.

Tardy

Any student who arrives after the start of the school day at the school is considered tardy. Students are expected to arrive to class on time. Medical appointments and funeral attendance are valid reasons for excused tardiness. Parents are expected to notify the school office if a student is arriving late, either with a phone call, a written note, or by accompanying the student to the office to sign in.

Truancy

Once enrolled at LEARN, regular attendance at school is expected. Parents are responsible for their child's regular school attendance. Truancy is when an enrolled student is absent without a valid cause for 5% or more of the previous 190 regular attendance days (i.e., 9 days of school). If attempts by the school are unsuccessful in resolving a truancy problem, or if the parent is uncooperative, the regional truant officer may begin legal action to enforce the Compulsory Attendance Act. No punitive action shall be taken against a chronic truant unless available supportive services have been provided to the student. Any student who is absent more than five consecutive or non-consecutive days may be required to provide a physician's excuse. Students are expected to be on time to school. Excessive tardies will be viewed as a truancy issue.

Diagnostic procedures for addressing school truancy involve a systematic approach to identifying the underlying causes of absenteeism and tailoring interventions to meet individual student needs. The process typically begins with the early identification of students at risk of truancy through careful monitoring of attendance records. When a pattern of irregular attendance is detected, schools initiate a thorough assessment that considers multiple factors contributing to the student's absences. This assessment often includes interviews with the student, parents, and teachers to gather insights into academic, social, emotional, and home factors.

Schools also use screening tools to evaluate potential issues such as learning disabilities, mental health concerns, or social dynamics that could be affecting the student's engagement with school. In some cases, home visits may be conducted to gain a deeper understanding of the student's living conditions and family environment. Additionally, academic performance and behavior records are reviewed to identify any correlations between truancy and struggles in specific subjects or classroom environments.

Based on the findings from this comprehensive assessment, a personalized intervention plan is developed, which might include academic support, counseling services, mentoring, or adjustments to the student's schedule or curriculum. Schools often collaborate with external agencies, such as social services or mental health providers, to ensure that students receive the appropriate support. The diagnostic process is ongoing, with regular follow-ups to monitor the student's progress and make necessary adjustments to the intervention plan. This tailored approach ensures that the root causes of truancy are effectively addressed, leading to more sustainable solutions and improved student attendance.

Social services play a critical role in addressing family-related issues that contribute to truancy, such as economic hardship, housing instability, or domestic conflicts. They can connect families with resources like financial aid, housing support, or parenting programs that alleviate stressors impacting a student's ability to attend school regularly. Schools will screen for on-site services for students in temporary living situations.

Mental health providers are another essential partner in addressing truancy, particularly when a student's absenteeism is linked to emotional or psychological challenges such as anxiety, depression, or trauma. Schools may refer students to counselors, psychologists, or psychiatrists who can offer therapy, behavioral interventions, and, when necessary, medication management. Mental health services often extend to the family, providing support and education to parents or guardians on how to better manage their child's mental health needs.

Additionally, community organizations often offer after-school programs, mentorship opportunities, and recreational activities that help students build positive relationships and develop interests outside of the

classroom. These programs can be particularly effective in engaging students who may feel disconnected from the school environment. Some schools also partner with law enforcement or juvenile justice agencies when truancy is severe, working together to create intervention plans that keep students on a positive path while avoiding punitive measures that may exacerbate the problem.

LEARN will perform annual reviews of chronic absenteeism data to determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance.

Schools design interventions such as after school tutoring, homework assistance, and personalized learning plans that help students catch up on missed work and build confidence in their academic abilities. Depending upon the need, this may be included in the school's school improvement plan for the year.

Similarly, schools may add additional resources to social-emotional learning programs that can also help students develop the skills needed to manage stress, build resilience, and form positive relationships, all of which are crucial for consistent school attendance.

Lastly, schools identify parents or guardians that may need support understanding the challenges their child is facing and help developing strategies for overcoming these obstacles. This might include providing parents with resources and training on how to support their child's education at home or connecting them with community services that can alleviate family-related stressors.

LEARN recognizes its legal responsibilities under administrative procedures 105 ILCS 5/10-20.9a. This amendment requires that school networks "shall not promote students to the next higher grade level based upon age or any other social reasons. Decisions to promote or retain student in any classes shall be based on successful completion of the curriculum, attendance, performance based on the Illinois Assessment, and any other testing criteria established by School Network."

Pick-Up/Drop-Off

Parents/guardians should familiarize themselves thoroughly with the designated pick-up and drop-off points, and the 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. Students are to arrive no earlier than 25 minutes before classes start. 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. If a parent, legal guardian, or authorized adult cannot be reached within an hour of when classes are dismissed, LEARN reserves the right to take appropriate action which may include notifying the police.

Instruction at LEARN Charter School Network campuses begins promptly as scheduled. It is critical that all students be prepared to begin learning at that time. A student who is late misses valuable instructional time and conveys an unacceptable lack of regard for the school and education. Instruction at LEARN Charter School Network campuses begins promptly as scheduled. It is critical that all students be prepared to begin learning at that time. A student who is late misses valuable instructional time and conveys an unacceptable lack of regard for the school and education. Arrival and dismissal times may vary by campus. Please contact your school office for specific information.

Authorization for Adults to Pick-Up Students

If you wish for someone else to pick up your child, the school must receive a signed and dated note from the parent or legal guardian to that effect. Our staff can and will refuse to release your child to any person related

or unrelated to you who has not been authorized in writing by the parent/guardian to receive the child. **A phone call for authorization is NOT allowed.** Adults, other than the parent/guardian will be asked for identification in order to release the child. Parents/Guardians are required to update emergency contact forms during report card pick up meetings and report changes immediately to the Office Manager. Any responsible relative or non-relative 14 years or older may be included on the emergency forms for authorized pick up. Any student who walks home or takes public transportation must have an authorized note on file from the Parents/Guardians.

State of Illinois Student Health Requirements

Parents and guardians are required to provide proof of a health examination for their child, conducted by a licensed physician. This documentation must confirm that the student has received all necessary immunizations and screenings for preventable communicable diseases, as mandated by the Department of Public Health. These requirements apply to the following groups of students:

- Students entering kindergarten or first grade
- Students entering sixth grade
- Any student enrolling in an Illinois school, regardless of grade level—including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country

Students may need specific immunizations based on their age. Parents should contact the school nurse with any questions regarding their child's requirements.

All documents required for compliance with this policy must be submitted by October 15th. Students who do not comply by this deadline may be excluded from school until the necessary health examinations and immunization records are provided.

During exclusion for noncompliance, the student's parents or guardians will be considered in violation of Section 26-10 of the Illinois School Code.

Physical Examinations and Sports Participation

Annual physical examinations are mandatory for students who wish to try out for, practice, or participate in interscholastic sports. Additional exams may be required at the discretion of school authorities. All physicals must be performed by a licensed Medical Doctor (M.D.), Nurse Practitioner (NP), Physician Assistant (PA), or Doctor of Osteopathy (D.O.). Parents should inform the school of any allergies, medication needs, or other physical requirements their child may have.

Dental Examinations

All students enrolled in kindergarten, second grade, and sixth grade are required to undergo dental examinations. Documentation confirming that a student has been examined by a licensed dentist, in accordance with the Illinois Department of Public Health regulations, must be submitted to the school before May 15 of the school year. The dental exam must have occurred within 18 months prior to May 15 of the year in which it is submitted.

If proof of examination is not provided, the student's report card may be withheld until evidence is received or until proof is furnished that a dental exam will take place within 60 days. The dental examination requirement may be waived for children who demonstrate undue burden or lack access to a dentist, as specified by the Illinois Department of Public Health. Waiver forms must be submitted no later than May 15 of the relevant school year.

Vision Examinations

A vision examination is required by October 15 of the school year for all children entering kindergarten and those enrolling for the first time. The vision exam must be conducted within one year prior to the first day of the school year when the student enters kindergarten or the school for the first time in Illinois.

Children who demonstrate undue burden or lack access to an optometrist or medical doctor qualified to perform eye exams may request a waiver. Waivers must be submitted by October 15, following the Illinois Department of Public Health guidelines.

Exemptions

Students may be exempted from health exams, dental exams, or immunizations due to religious or medical reasons. If parents or guardians object to health examinations and immunizations on religious grounds, they must consult a physician about immunizations and annually submit a completed Illinois Certificate of Religious Exemption Form. If a child's physical condition precludes one or more immunizing agents, the medical provider must document this on the health examination form.

Guidelines During Epidemics or Pandemics

In the event of an epidemic or pandemic, LEARN Charter School Network will implement and follow guidelines and mandates provided by the CDC and other relevant local or federal authorities. The safety of all scholars is the top priority. If a student cannot or will not comply with established protocols—such as screening, mask-wearing, or social distancing—or if their behavior endangers the safety of others, the school will collaborate with the family to develop an alternative learning plan, which may include full remote instruction. The Network also reserves the right to implement alternative instructional models for all students, including hybrid or fully remote learning.

Accidents and Injuries

All accidents and injuries must be reported immediately to the school office staff.

Home and Hospital Instructional Services

The LEARN Charter Network provides direct teacher instructional services for students with health or physical impairments that, in the opinion of a licensed medical provider, result in absences of more than 10 school days during the year. Instructional services will begin as soon as eligibility is established and the student's physical and mental health permit.

A licensed teacher will provide instruction in the home, hospital, virtually or another agreed-upon facility/mode. The goal is to minimize disruption to the student's learning and facilitate a smooth transition back to school.

If a medical provider determines that a student will be absent for more than two consecutive weeks or for 10 days intermittently, parents should contact the building principal. Instructional services will begin upon receipt of a signed medical certification form. For shorter absences, parents should contact the school office to arrange for homework and textbooks.

Parents of children between six months and six years old must provide a statement from a physician or healthcare provider confirming a risk assessment for lead poisoning before admission to any kindergarten, early childhood, or childcare program operated by the Network.

Seizure Policy

LEARN Charter School Network adheres to the requirements of the Seizure Smart School Act, which mandates training for educators, support staff for students with epilepsy, and the development of Seizure Action Plans.

Training and Staffing

All school employees receive annual training in seizure recognition, first aid, and emergency protocols. When a student with epilepsy is enrolled, a delegated care aide—who is a trained school employee or paraprofessional—will be assigned to assist with the student's Seizure Action Plan. The aide must be approved by both the school nurse and administrator, and training must be provided by a qualified health care provider or certified epilepsy educator.

Seizure Action Plans

The purpose of the Seizure Action Plan is to outline the care and support required for students with epilepsy at school and during school-sponsored activities. Parents or guardians are responsible for promptly notifying the school of any changes to the student's plan or emergency contacts. The plan or appropriate medical documentation must be submitted at the beginning of the school year, upon enrollment, following a diagnosis, or when care needs change. After receiving medical instructions and prescriptions, LEARN will develop and implement the Seizure Action Plan.

Allergy Policy

1. Identifying Students with Food Allergies

- Parents or guardians must promptly inform the school if their child is diagnosed with or suspected of having a food allergy.
- At the start of each school year, nurses will request updated allergy information from parents.
- The Office of Special Education and Student Support Services provides disclosure forms for allergy information.

2. Parent Responsibilities

Submit an Allergy Action Plan signed by the child's physician at the beginning of each school year or when new allergies are identified. The plan should include:

- Known allergen(s)
- Child-specific signs and symptoms when exposed
- Prescribed medications and permission to administer at school
- Actions to take upon exposure

Provide written authorization for the school to obtain medical information from the child's physician.

Consent in writing to share the diagnosis with school staff and for medication administration or self-administration (to be renewed annually as required).

Provide an Emergency Action Plan and Treatment Authorization, completed and signed by the healthcare provider and parent.

Supply any necessary medications, including prescription and dosage information, and ensure prompt replacement after use or expiration.

Submit a description of past allergic reactions, including known triggers and warning signs.

Give current emergency contact information and update as needed.

If food substitution is required, submit medical documentation (signed by a physician) to the school nurse indicating foods to avoid and suitable substitutes. Documentation will be reviewed and approved by the school nurse and food service program manager or dietician. Until approved, parents must provide a lunch from home and instruct students to avoid allergens in school-provided lunches.

Provide a list of foods containing possible allergens to the teacher and nurse.

Work directly with the classroom teacher, principal, and/or school nurse regarding treats or foods brought in for classroom events.

3. School Guidelines and Staff Training

- LEARN Charter School Network follows an “Allergen Aware” policy, aiming to minimize risks and create a supportive and safe environment for all students with food allergies.
- While a completely allergen-free environment cannot be guaranteed, collaboration between parents and school staff reduces risk.
- Faculty and staff will annually review anaphylaxis signs and symptoms, as well as Epi-Pen usage. The school nurse will provide training on appropriate allergy response.

Wellness Policy

BELIEF STATEMENT

LEARN Charter School Network is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. LEARN recognizes the importance of establishing a healthy lifestyle in order for students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students’ beliefs and habits. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

We are asking your help to provide the student with a safe school environment.

Intent

The purpose of this policy is to ensure a total environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act and the Health Hunger-Free Act of 2010. This policy will outline goals for nutrition education, physical activity and other school-based activities. This plan will be implemented in collaboration with the school nurse, school administration, educators, parents and students, and food service personnel.

Rationale

The Public Act 094-0199, the Illinois State Board of Education, and the Federal Child Nutrition Program require all districts to develop a wellness policy. According to the Centers of Disease Control and Prevention, approximately 18% of children age 6-11 years old and 21% of adolescents age 12-19 years old are obese. Evidenced-based research shows a student’s academic performance may be impacted by poor nutrition, lack of physical activity, and lack of self-esteem. Good health fosters student attendance and education. The objectives of this wellness policy are to establish nutrition guidelines for all foods distributed on the school campus during the school day, nutrition education, and physical activity.

Goals for Nutrition Education and Nutritional Promotion

- The school Network will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, LEARN Charter School Network will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, and the Fruit and Vegetable Snack Program).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Exclusion for Illness

In order to ensure the health and safety of children and staff at LEARN Charter School Network, the following policy has been developed to determine when a child must be excluded from school and when he/she may safely return.

Exclusion of children (and adults) from LEARN Charter School Network is recommended if the exclusion could potentially reduce the likelihood of spread of illness. Parents are encouraged to disclose all symptoms and illnesses that their child may have. The final decision regarding exclusion lies with the school nurse, principal, and/or principal's designee.

According to the Illinois Department of Public Health suspected or confirmed cases of specific diseases must be reported to the respective County Department of Public Health within a designated time frame. Reportable diseases among school aged children include measles, chickenpox, mumps, pertussis (whooping cough), and rubella, outbreaks of public health significance, foodborne/waterborne infections, tuberculosis, hepatitis, and sexually transmitted infections. A complete list can be found on the County Department of Public Health website (www.cookcountypublichealth.org/communicable-diseases/reportable-diseases)

Children will be excluded for the following symptoms and may return to school when symptoms no longer exist and they are able to participate in normal classroom activities:

Fever: 100.4 F or higher; must be fever-free for 24 hours without the use of fever-reducing medication.

Vomiting/Diarrhea: More than 2 incidents within 24 hours, or still exhibiting symptoms.

Respiratory Illness: A severe cough, difficulty breathing, or wheezing.

Rashes: New, unexplained rashes should be evaluated, especially if accompanied by fever.

Communicable Diseases: Any illness that requires exclusion per state guidelines, such as strep throat (until 24 hours on antibiotics).

General Behavior: If the child is too lethargic, weak, or ill to participate in, or requires more care than the staff can

provide.

Head Lice

If a student is identified as having lice, parents or families will be notified and provided with treatment recommendations. According to the American Academy of Pediatrics, affected students may remain in class but should avoid close head-to-head contact.

When there is potential lice exposure in the classroom, written notifications with information about symptoms and treatment will be distributed as needed. The school nurse is available for consultation regarding specific questions.

The school nurse or principal's designee will notify facilities staff of classroom exposures and will assess students upon their return to school. The school does not follow a "No Nit Policy," in line with recommendations from the American Academy of Pediatrics and the National Association of School Nurses.

Ringworm Protocol

Ringworm can only be diagnosed by a licensed physician. Students with a raised circular rash will be assessed by the school nurse. If the nurse is unavailable, the rash should be covered with a bandage until dismissal. As long as the rash is covered, students should not be excluded from class. Parents or guardians will be notified of any return-to-school requirements, which include providing a written clearance from a physician.

Bedbug Response

If a bug is found on a student or in the classroom, an adult should discreetly capture and contain it in a zip lock bag, which should then be given to the facilities manager. The school nurse or principal's designee will notify facilities and schedule an inspection of the affected area. Parents will be notified if a bug is found on their child. Because the source of bedbugs is often difficult to determine and treatment is lengthy, students will not be excluded from school for bedbug incidents. Staff will receive guidance on appropriate steps to take following exposure.

The school nurse has the discretion to require a doctor's note for any child whose current health status is of concern.

Goals for Physical Activity

Students in preschool through 8th grade shall participate in daily physical activity that enables them to achieve and maintain a high level of personal fitness. Physical education shall be consistent with state and Network standards following a comprehensive health education curriculum that emphasizes self-management skills. The goals designated in the Illinois Learning Standards: Physical Development and Health shall be used as a framework for the physical education curriculum. During physical education accommodations will be made for students with disabilities, 504/IEPs (with medical accommodations), and other limitations as indicated by a licensed physician.

Daily supervised recess is a state requirement and shall be provided for all elementary school students. LEARN Charter School Network will provide all students with 120 minutes of moderate to vigorous physical activity per week. Recess must be at least 20 minutes in length, shall include unstructured play, and can include organized games. Physical activity improves academic outcomes and increases overall fitness; therefore, recess shall not be withheld as a disciplinary action.

Students shall be provided opportunities for physical activity through before and after school programs.

Cold Weather Guidelines:

- Above 32° F with or without wind chill: Recess should be held outdoors.
- Between 15° F and 31° F with or without wind chill: Principal's discretion.
- Below 15° F with or without wind chill: Recess should be held indoors.

Hot Weather Guidelines:

- Heat index of 90° F or below: Recess should be held outdoors.
- Heat index between 91° F and 94° F: Principal's discretion.
- Heat index above 95° F: Recess should be held in a cool location.

Food or Physical Activity as a Reward or Punishment

Physical activity improves academic outcomes and increases overall fitness; therefore, recess shall not be withheld as a disciplinary action. In addition, physical activity will not be used as a punishment.

In regards to nutrition guidelines, school personnel shall be encouraged to use non-food incentives or rewards with students and shall not withhold food from students as punishment.

Inactivity Reduction Goal

When students are expected to be sedentary for long periods of time (i.e. standardized testing days, inclement weather), breaks involving moderate activity will be implemented into the school day.

Administration of Medicine to Students Policy

LEARN Charter School Network recognizes the importance of ensuring the health and well-being of students, particularly when it is necessary for students to take medication during school hours. To address this need, the network authorizes school nurses to administer prescription and over-the-counter medication to students or to permit self-administration when required for emergencies or to enable attendance. This is contingent upon the submission of a Medication Administration/Self-Administration Consent Form by the student's parent or guardian. Additionally, school personnel are empowered to provide emergency medical assistance whenever necessary to safeguard a student's health, safety, and welfare.

Administrative Procedures and Liability

LEARN Charter School Network is permitted to develop procedures to implement this policy. These procedures will specify which employees are authorized to administer medication, outline the process for administering both prescription and over-the-counter medication, and establish guidelines for student self-administration. All required medical authorization forms are available at the school nurse's office.

The Network, its schools, employees, and agents are exempt from liability or professional discipline, except in cases of willful and wanton conduct, regarding any injury resulting from the administration of asthma medication, an epi-pen (whether designated or undesignated), or an opioid antagonist. Parents or guardians must sign and return an acknowledgement indemnifying and holding harmless the Network, its schools, employees, and agents against claims, except those based on willful and wanton conduct related to such medication administration.

Authorization for Administration and Emergency Medical Assistance

School employees may not administer, nor allow a student to self-administer, prescription or over-the-counter medication in non-emergency situations unless a completed Medication Administration/Self-Administration Consent Form is provided. This form must include:

- A written order from a licensed prescriber (physician, dentist, or other authorized individual), specifying:

- Student's name
- Date of birth
- Prescriber's name, signature, and phone number
- Name of medication
- Dosage
- Route of administration
- Frequency and timing
- Date of prescription and order
- Discontinuation date
- Diagnosis and intended effect
- Possible side effects
- Other medications the student is receiving
- Special circumstances or requirements
- Authorization for student possession and self-administration if applicable

A written request and waiver of liability from the parent/guardian and physician requesting either administration by school employees or permission for self-administration.

Emergency medical assistance will be provided during school hours or school-sponsored activities to students whose parents have signed a written authorization. All authorizations are filed in the student's temporary record, with copies to the school nurse and principal.

Administration of Medication

Once the required conditions are met, medication shall be administered as follows:

- Prescription medications must be brought to school in their original containers, displaying:
 - Student's name
 - Prescription number
 - Medication name, dosage, route, and directions
 - Prescriber's name
 - Date and refill instructions

- Pharmacy details

Over-the-counter medications must be in unopened, original containers with the student's name affixed.

All medications are stored securely, and those requiring refrigeration are kept in a secure refrigerated area.

The principal and school nurse designate authorized employees to dispense medication, especially in emergencies. Teachers and non-administrative staff, except school nurses, are not required to administer medication but may volunteer after instruction.

Each dose administered is documented in the student's health records, including date, time, dosage, route, and administering person's initials or signature. Reasons for missed doses must be recorded. Logs are maintained electronically and/or on paper (Daily Medication Record).

If requested by the prescriber, effectiveness and side effects are assessed and documented.

Discretionary Administration of Medication

With parental consent, discretionary administration is provided by the school nurse or a designated and instructed employee after consultation. The nurse supplies necessary instructions and details any side effects to designated personnel.

Emergency Medical Treatment

School personnel must render emergency medical assistance in life-threatening situations unless parents have refused in writing. This is applicable when paramedical personnel or physicians are unavailable and assistance is necessary to protect the student's well-being. The principal and licensed emergency personnel are contacted as soon as possible, and parents are notified promptly. After assistance and stabilization, an incident report is completed and submitted to the Director of Security and Safety.

Self-Administration of Medication

Self-administration requires completion of the Medication Administration/Self-Administration Consent Form by both parent and physician. All self-administered medication must occur in the presence of designated personnel, and medication is stored at the student's school. However, students prescribed life-saving medication (asthma inhaler or epinephrine auto-injector) may carry and use their medication without supervision, provided parental authorization is on file.

Undesignated Epinephrine Auto-Injector

Illinois law permits physicians to prescribe epinephrine auto-injectors in the school's name for emergency use. These can be used in the following situations:

- First-time allergic reaction in a student with an unknown allergy
- Known allergy student who has forgotten or lacks access to their auto-injector

- Known allergy student requiring administration

Only trained school staff may administer undesignated auto-injectors in life-threatening situations, with emergency services contacted immediately and a staff member escorting the student to the hospital if permitted. The nurse must submit a written report to the prescribing physician and parent within 48 hours. Auto-injectors are stored in an accessible, unlocked cabinet and checked monthly for expiration. Expired injectors are disposed of appropriately, and inventory logs are maintained.

Undesignated Albuterol Inhalers

In accordance with Illinois law, our school maintains undesignated albuterol inhalers for use in emergency situations involving respiratory distress. These inhalers may be administered by trained school personnel to any student who is experiencing symptoms of asthma or difficulty breathing, regardless of whether the student has a personal prescription on file. Parents will be notified immediately if their child requires the use of an undesignated inhaler. We encourage families of students with known asthma to continue providing the school with their child's prescribed inhaler and asthma action plan.

Undesignated Naloxone

Illinois schools are also permitted to keep undesignated naloxone (commonly known as Narcan) on hand for emergency use in the event of a suspected opioid overdose. Naloxone can rapidly reverse the effects of an opioid overdose and is administered by trained school personnel. This medication is not prescribed to a specific individual and is used only in emergency situations. Parents are welcome to contact the school nurse or administration for more information about the school's naloxone policy and procedures.

Compliance with Rules

Students must not allow others to possess or use their medication; violations may result in disciplinary action.

Disposal of Medication

Parents or guardians are responsible for removing unused medication at the end of treatment. If not collected by the end of the school year, the school nurse will dispose of it in the presence of a witness and document the process.

Dissemination of the Policy

This Policy and its associated Rules and Regulations will be distributed to parents or guardians within 15 days of the school year's start or a student's enrollment during the year. It will also be included in the Student Handbook, and students will be informed of its contents at the start of the school year.

Use of Medicinal Marijuana

Under Public Act 98-0122, qualifying students may use medicinal cannabis if registered under the Compassionate Use of Medical Cannabis Pilot Program, with both student and caregiver holding registry identification cards. Caregivers must be at least 21 years old and meet legal requirements. Administration must not disrupt the educational environment or expose other students to the product. Students may not be disciplined or denied attendance solely for using prescribed medical cannabis. However, schools cannot authorize use if it would jeopardize federal funding. LEARN Charter School

Network permits caregivers to administer medical marijuana to registered scholars; employees are not required to do so. Caregivers must collaborate with school officials and comply with all regulations.

Vision and Hearing Screening

Vision screening will be conducted annually for students in designated grades, new students, those with an individualized education program (IEP), and/or those referred by a teacher. Students are exempt from screening if a report from an optometrist or ophthalmologist, indicating an examination within the past 12 months, is on file. Parents or legal guardians may object to hearing or vision screening on religious grounds by submitting a signed statement to the local school authority. If no vision report is on file, screening will be performed.

Hearing screening will also be conducted annually for students in specific grades, new students, students with IEPs, and/or those referred by their teacher. Note that network screening may not identify all vision or hearing issues.

Athletic Physicals/Eligibility

Physicals for LEARN team sports are necessary after a student has been selected as a member of the team. All physicals must be completed prior to the start of the first game of the season and will be deemed valid for one (1) calendar year. Physical forms are available through the coaches of each sport or may be picked up in the main office.

*There is a section on the form that does **NOT** pertain to students in elementary school activities.*

The section regarding permission for the random testing for steroids and performance-enhancing substances is a high school only section. Elementary or middle school students and parents are not required to sign that section as it pertains only to high school students.

All students who wish to participate in team sports, including cheerleading, must also participate in physical education. Students who are not currently participating in physical education, for any reason, are not eligible to tryout or participate in any team sports or intramural athletic offerings.

- Academic progress shall be reviewed at two (2) week intervals.

- Participants who demonstrate unsatisfactory (U) grades in one (1) or more major subjects will be deemed ineligible for conference participation for a period of two (2) weeks.
- If, after the two (2) weeks ineligibility period, a student is passing all major subjects, he/she shall be reinstated to full participation.
- Should any participant continue for a second two (2) weeks to qualify under provision, he/she shall be removed from the school's eligibility roster.

Notice of CPR and AED Videos

Students and parents are encouraged to view the video on hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED), which are available on the Illinois High School Association's website and the Illinois State Board of Education's website at http://www.isbe.state.il.us/school_health.htm.

Section III – Student Records and Identity Protection Policy

Student Progress

Monitoring and communicating student achievement is accomplished using a variety of tools. Report cards describing classroom performance are sent home every trimester to parents. Twice a year an opportunity for home-school communication in the form of parent-teacher conferences is made available. A parent may schedule a conference at any time to discuss student progress, achievement, behavior, or other issues related to the student.

The School Visitation Rights Act of 1993 entitles parents/guardians to eight hours of employer- granted leave to attend school conferences or classroom activities involving the employee's child during any school year. Verification of Attendance forms may be obtained from the principal if the employer requires them.

The Network maintains a website - www.learncharter.org to provide information regarding student activities, academics and other network information.

IAR State Assessment

The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English Language Arts and Mathematics. IAR assessments in English Language Arts and Mathematics will be administered to all students in grades 3-8.

Measures of Academic Progress (MAP)

LEARN utilizes NWEA developed Measures of Academic Progress (MAP) assessment, a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth of achievement data from MAP to develop targeted instructional strategies, and to plan school improvement. With the ability to test students up to three times a year, MAP test results help educators make student-focused, data-driven decisions.

Parental Review of Instructional Materials

Parents have the right to inspect all core curriculum materials. Procedures are provided for making a formal complaint regarding the curriculum, or programs using the Network's Uniform Grievance Procedure. Inquiries may be addressed to building principals.

Student Records

It is the policy of this School Network to comply with the Illinois Identity Protection Act by ensuring confidentiality of Social Security Numbers ("SSNs") collected, maintained or used, and to protect them

against unauthorized access.

In accordance with the Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act, LEARN shall protect the student and the student's family from invasions of privacy in the collection, maintenance, and dissemination of educational information and provide access to recorded information by those persons legally entitled. Student records are reviewed to verify entries and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information every four years or upon a student's change in attendance centers, whichever takes place first.

If you would like the opportunity to inspect, copy, and challenge the information to be released, you have the opportunity to do so prior to the release of the information to other schools.

Federal Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and amend their children's education records, and gives them some control over the disclosure of the information in these records. FERPA generally prevents an education agency or institution from sharing student records, or personally identifiable information in these records, without the written consent of a parent. The term "education records" is broadly defined to mean those records that are: (1) directly related to a student, and (2) maintained by an educational agency or institution or by a party acting for the 1 agency or institution. See 34 CFR § 99.3. At the elementary or secondary level, a student's health records, including immunization records, maintained by an educational agency or institution subject to FERPA. Schools are permitted to disclose a student's health and medical information and other "education records" to teachers and other school officials, without written consent, if these school officials have "legitimate educational interests" in accordance with school policy. See 34 CFR § 99.31(a)(1). Another exception permits the disclosure of education records, without consent, to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. LEARN fully complies with FERPA.

Permanent Record

A permanent record is maintained for each student that contains: basic identifying information including students and parents/guardians' names and addresses, birth date, place, and gender; birth certificate; academic transcript, including grades, graduation date, and grade level achieved, attendance record; health record; and record of release of permanent record information indicating exactly what records were released and containing copies thereof.

The permanent record may also include: honors and awards received and information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations. No other information is placed in the student's permanent record. Permanent records must be maintained for at least sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from the Network.

Temporary Record

A temporary student record may include: a student's cumulative folder; cumulative record card; record of release of temporary record information; scores received on the State assessment tests administered; the completed home language survey; information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction; information provided under 8.6 of the *Abused and Neglected Child Reporting Act*; any biometric information that is collected; health-related information; accident reports; family background information; intelligence test scores, group and individual; aptitude test scores; reports of psychological evaluations including information on intelligence, elementary and secondary achievement level test results; participation in extracurricular activities including any offices held in school-sponsored clubs or organizations,

honors and awards received; teacher anecdotal records; disciplinary information; special education files including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records relating to special education placement hearings and appeals; records associated with plans developed under section 504 of the federal Rehabilitation Act of 1973; any verified reports or information of clear relevance to the education of the student.

Information added to the temporary record shall include the name, signature and position of the person who added such information, and the date of entry. The temporary record shall be maintained for a period of at least five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from the Network. The temporary record shall include a record of release of temporary record information indicating exactly what records were released and containing copies thereof.

Upon graduation, transfer, or permanent withdrawal of a student from the Network, the Network shall notify the parents/guardians and the student of the destruction schedule for the student's permanent record and the student temporary record and of the right to request a copy of each record at any time prior to their destruction. Such notification shall include the date of notification, the parent's name, the name of the records custodian, the name of the student, and the scheduled destruction date of the temporary and permanent records. No student record shall be destroyed unless the written approval of the Local Records Commission is first obtained.

No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under state law.

Directory Information

The LEARN Charter School Network has designated the following as "Directory Information:" the student's name, address, email address, grade level, date and place of birth, telephone number, and his/her parents' names, mailing addresses, email addresses, telephone numbers, and Facebook profile name and other social media handles (such as Twitter and Instagram); participation in officially recognized activities and sports, awards and honors received, photographs and videos of students participating in school or school-sponsored activities that have appeared in school publications, and dates of attendance. Student social security number or student identification or unique student identifier will not be designated as Directory Information.

The LEARN Charter School Network may disclose Directory Information from time to time to the general public, including to military recruiters, the media, colleges and universities, and prospective employers. In addition, the LEARN Charter School Network may reach out to parents to inform them of, and/or connect them with opportunities to advocate for educational issues that impact their student and the LEARN Charter School Network. The LEARN Charter School Network may release Directory Information, namely parent names and contact information (mailing addresses, email addresses, and telephone numbers), to contractors and partners involved in those efforts. The LEARN Charter School Network does not engage directly in any electoral activities, including to support or oppose any political party or candidate for public office, or otherwise engage in activities not permissible for a 501(c)(3) organization.

Parents can object to the release of Directory Information regarding their student. Please contact the school office within 10 days of provision of this notice if you do not wish for your student's Directory Information to be released.

Consent to Contact

The LEARN Charter School Network needs your permission to inform you about important opportunities to advocate for your child and other students, including attending community meetings, public hearings, and other

events. To that end, please understand that by signing the Handbook Parent/Guardian Acknowledgement, you are giving LEARN Charter School Network permission to contact you via email, phone, and/or text message in order to support the LEARN Charter School Network.

Additionally, by sharing your email address and phone number, you are agreeing to receive emails, phone calls and/or text messages authorized by LEARN Charter School Network related to school activities and political advocacy opportunities, including auto-dialed or prerecorded calls or announcements.

Access to Records by Students and Parents/Guardians

The following persons shall be entitled to inspect and review educational records and may do so by completing the Request for Access/Release of School Student Records form and the Consent for Release of School Student Records form and filing the same with the School Office Manager.

- 1) Any student shall be entitled to inspect and copy his or her permanent student record.
- 2) A student who reaches 18 years of age, graduates from secondary school, marries, or enters military service, shall be entitled to inspect and copy the student's permanent and/or temporary records, unless earlier access is afforded at the direction of the Network.
- 3) A parent/guardian of a student under age 18 who has not married, graduated from secondary school, or entered military service (or such parents'/guardian's designated representative) shall be entitled to inspect and copy the student's permanent and/or temporary records.
- 4) In cases of divorce or separation or loss of parenting and/or educational rights, both parents shall be so entitled unless the Network has been furnished with a certified copy of a court order or other legally authorizing document prohibiting such access. The Network shall send copies of the following to both parents at either one's request, unless a court order or other legally authorizing document indicates otherwise:
 - a) Academic Progress Reports or records
 - b) Health reports; notices of school- initiated parent-teacher conferences; notices of major school-sponsored events, such as open houses, which involve pupil-parent interaction
 - c) School calendars distributed to parents

A parent's or student's request to inspect and copy records, or to allow a specifically designated representative to inspect and copy records, must be granted within a reasonable time, and in no case later than 10 business days after the date of receipt of such request by the official records custodian. The time for response may be extended by the Network by no more than 5 business days from the original due date for any of the following reasons: (1) the requested records are stored in whole or in part at other location than the office having charge of the requested records; (2) the request requires the collection of a substantial number of specified records; (3) the request is couched in categorical terms and requires an extensive search for the records responsive to it; (4) the requested records have not been located in the course of routine search and additional efforts are being made to locate them; (5) the request for records cannot be complied with by the Network within the time limits prescribed above without unduly burdening or interfering with the operations of the Network; or (6) there is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district or among 2 or more components of a public body having a substantial interest in the determination or in the subject matter of the request. The person making a request and the Network may agree in writing to extend the time for compliance for a period to be determined by the parties. If the requester and the Network agree to extend the period for compliance, a failure by the Network to comply with any previous deadlines shall not be treated as a denial of the request for the records. When records cannot be made immediately available, the requesting party shall be made aware of the date such records are available.

Disclosure of Records

Except as otherwise provided herein, the Network shall obtain one of the following forms of dated written

consent prior to disclosing any information in a student's education records which is personally identifiable other than directory information.

- Any student who reaches 18 years of age, graduates from secondary school, marries, or enters military service may consent to the release of information contained in his or her temporary student record.
- A parent/guardian of a student under age 18 who has not married, graduated from secondary school, or entered military service may consent to the release of information contained in the student's permanent and/or temporary records.

Such consent to disclose shall be signed and dated by the parent/guardian or student, designating the person to whom such records may be released, the reason for the release, and the specific records to be released. At the time such consent is requested, the Network shall inform the parent/guardian of his/her right to inspect, copy and challenge such records and limit such consent to designated records or portions thereof.

The Network shall grant access to education records without consent only in the following cases:

- The records of a student shall be transferred to another school network in which the student has enrolled or intends to enroll upon the request of the records custodian of the receiving school or the student. Request for such records shall be made using the Request for Access/Release of School Student Records form. The request shall be honored within 10 days. The parent/guardian shall be given prior written notice of the nature and substance of the information proposed to be released and an opportunity to inspect, copy, and challenge such information.
- Pursuant to a court order, in which case the parent/guardian shall be given prompt written notice of the terms of the order, the nature and substance of the information proposed to be released, and an opportunity to inspect, copy and challenge the information. Request shall be made using the Request for Access/Release of School Student Records form. Notice is considered provided if the family is a named party.
- To an employee or official of the school or the Network or the State Board of Directors, provided such employee or official has a current, demonstrable educational or administrative interest in the student and the records are in furtherance of such interest.
- The school shall grant access to information contained in school student records to persons authorized or required by State or Federal law to gain such access. Request shall be made using the Request for Access/Release of School Student Records form. The requesting party must provide appropriate identification and a copy of the statute authorizing such access.
- The parent/guardian shall be given prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect, copy, and challenge such information. Such notice shall be sufficient if published in a local newspaper where the proposed release of information relates to more than 25 students.
- To any person for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules relating to school student records.
- In cases of emergency to protect the health or safety of the student or others, the parents/guardians shall be notified as soon as possible of the information released, the date of the release, the person, agency, or organization receiving the information, and the purpose of the release. Factors to be considered in determining whether records should be released pursuant to this paragraph include:
 - a) The seriousness of the threat to the health or safety of the student or other persons
 - b) The need for such records to meet the emergency

- c) Whether the persons to whom such records are released are in a position to deal with the emergency
- d) The extent to which time is of the essence in dealing with the emergency

The records custodian or his/her representative shall be present when records are inspected to answer questions and assure that no records are removed. In addition, the Network shall, if requested, provide appropriately trained educational personnel to assist the parent/guardian or student in understanding certain school records such as psychological evaluations, social work profiles, and health data.

Copies of disclosure of personal information about a student, whether such disclosure is pursuant to parental or student consent or otherwise shall be conditioned upon the agreement of the recipient not to permit any other party to have access to the information without further written consent. Such documents may be stamped, "Written consent required prior to release to any other person or agency."

Every student's cumulative folder shall contain a record of any release of information. Such record of release shall be maintained for the life of the student records and shall be available only to the parent/guardian and official records custodian. It shall include:

- The nature and substance of the information released
- The name and signature of the official records custodian releasing such information
- The name of the person requesting such information, the capacity in which such a request has been made, and the purpose of such request
- The date of the release, and
- A copy of any consent to such release

All rights and privileges accorded to a parent/guardian under this Act shall become exclusively those of the student upon his/her 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever occurs first.

Procedure for Challenging Student Records

Parents have the right to inspect and/or challenge the accuracy, relevance, or propriety of any entry in the school student records (except for academic grades). If a parent has any questions or would like to challenge the relevance/accuracy of any record, the parent may do so by contacting the school principal. Similarly, please note all special education records are generally retained as they are relevant to the ongoing identification of the student needs. Final determinations are made by the principal; appeals can be made by contacting the Network's compliance officer and will follow the following process:

A parent or guardian shall have the right to challenge the accuracy, relevance or propriety of any entry in the school student records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's records are forwarded to another school to which the student is transferring, in accordance with the following procedure:

- The challenging party shall inspect the educational records to determine what portions thereof shall be challenged.
- The challenging party shall file a written Request for Hearing/Challenge to Student Records with the Network's Record Clerk, specifying the entry or entries to be challenged and the basis of the challenge.
- The Network's Records Clerk or another representative of the Network shall confer with the challenging party within 15 days to determine whether the challenge is valid and requires an amendment to the educational records and thereafter advise the challenging party of his/her decision.
- If the Records Clerk decides not to amend the records in accordance with the challenging party's request, the challenging party shall be advised of his/her right to a hearing before an impartial hearing officer.
- If a hearing is requested, it shall be held within 15 days of such conference, unless given notice

of the date, place and time reasonably in advance of the hearing.

- The hearing shall be conducted by an impartial hearing officer who is not employed in the attendance center

in which the student is enrolled.

- The challenging party shall be afforded a full and fair opportunity to present evidence relevant to the issues raised, in accordance with Section 7 of the Illinois School Student Records Act. A tape-recorded record of the hearing shall be made or a court reporter provided.
- The impartial hearing officer shall make his or her determination within 10 days after the conclusion of the hearing. The decision shall include a summary of the evidence and the reasons for the ruling. The challenging party shall be immediately notified of the decision. It shall be based solely on the information presented at the hearing and shall be one of the following:
 - a) To retain the challenged contents of the student record
 - b) To remove the challenged contents of the student record or
 - c) To change, clarify or add to the challenged contents of the student record
- If, as a result of the hearing, the Network determines the challenge records to be inaccurate, misleading or violates the rights of the student, such records shall be amended and the challenging party informed of such amendment in writing.
- Parents/guardians shall have the right to place in the student's records a statement of reasonable length setting forth their position on any disputed information subsequent to the dissemination of the information in dispute.
- Any party shall have the right to appeal the decision of the impartial hearing officer to the Superintendent of Chicago Public Schools or North Chicago School District t 187 the Regional Office of Education (ROE) within 20 school days thereof. The appealing party shall inform the other party of the appeal. Within 10 school days the School Network shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the President of the Regional Office of Education. CPS or the Regional President will make findings and issue a written decision to the parents/guardians and the school within 20 school days of the receipt of the appeal documents.
- The decision of CPS or NCSD 187 or the President of the ROE may thereafter be appealed to the Circuit Court of the County in which the school is located.

Additional considerations:

- Student records can be transferred to the records official of another school within Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or the student. This also applies when an eighth grader transfers to high school.
- When a new student applies for admission to a school and does not present his school student record, such school may notify the school or school district last attended by such student, requesting that the student's school student record be copied and sent to it. That request is to be complied with within 10 days.
- No records can be released to another school unless the parent receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect, copy and challenge any record information.
- Parents have the right to challenge the accuracy, relevance or propriety of any entry in the school student records (except for academic grades).

Removing Information a Student's Records:

- Information in a school student record is to be limited to information which is of clear relevance to the education of the student.
- The principal of each school or (designee) and/or the parent may periodically review each student temporary record for verification of entries and elimination or correction of all inaccurate, misleading, unnecessary or irrelevant information.
- Student temporary records should be reviewed every four years or upon a student's change in attendance centers, whichever occurs first, to verify entries and to eliminate or correct all out-of-date, misleading,

inaccurate, unnecessary, or irrelevant information.

- Before any school student record is destroyed or information deleted therefrom, the parent shall be given reasonable prior notice and an opportunity to copy the record and information proposed to be destroyed or deleted.
- If a parent believes a record is no longer relevant or accurate, they should contact the school's principal to challenge the record

Reciprocal Reporting Agreement

School Network Release of School Student Records and Record Information to Police Department

School officials shall follow state and federal laws regarding school student records, which are considered confidential, and no school student records or information therein may be released, transferred or disclosed except with parental consent or as otherwise permitted by the Illinois School Student Records Act, 105 ILCS 10/1 et seq., as amended. The following exceptions permit the release of student records and information to the Police Department without parental consent:

Adjudication of Student by Juvenile Court

School networks can release student records and information to the Police Department, upon the request of the Police Department, when necessary for the discharge of their official police duties, prior to adjudication of the student and upon written certification from the Police Department that the information or records disclosed by the school, will not be disclosed to any other party, except as provided by law or order of court. 105 ILCS 10/6, as amended.

Pursuant to Public Act 97-1104, significant new limitations have been placed on the sharing of information by local police with school officials. The Act places no new limitations on the current authority of schools to continue to share specific information with the police. Local police can now share information from law enforcement records with proper school officials (those who the school have determined have a legitimate educational or safety interest) **only after:** (a) *a student under 17 has been arrested or taken into custody, and* (b) *the officer or department believes there is an "imminent threat" of physical harm to students or others at school or on school grounds, as follows:*

- 1) **Specified Offenses:** *Inspection and copying* of law enforcement records is allowed, pursuant to a reciprocal reporting agreement between the school and police, when the student is arrested or taken into custody for specified offenses.
- 2) **Any Offense:** *Verbal sharing* of information is allowed when the minor is the subject of a current police investigation ("an official systematic inquiry by a law enforcement agency into actual or suspected criminal activity") that is directly related to school safety, for any offense. The information shared, whether copied or shared verbally, must be kept separate from the student's record and cannot become a public record. Further, the information shall be used solely by the appropriate school officials to protect the safety of students and employees in the school and aid in the proper rehabilitation of the child.

Protection of Pupil Rights (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the network's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit a survey that concerns one or more of the following protected areas, ("protected information survey") if the survey is funded in whole or in part by a program of th

U.S. Department of Education:

- a) Political affiliations or beliefs of the student or student's parent
- b) Mental or psychological problems of the student or student's family
- c) Sexual behavior or attitudes
- d) Illegal, anti-social, self-incriminating, or demeaning behavior
- e) Critical appraisals of others with whom respondents have close family relationships
- f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- g) Religious practices, affiliations, or beliefs of the student or parents
- h) Income, other than as required by law to determine program eligibility

• Receive notice and an opportunity to opt a student out of:

- a) Any other protected information survey, regardless of funding
- b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of students, except for hearing, vision, scoliosis screenings, or any physical exam or screening permitted or required under State law
- c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

• Inspect, upon request and before administration or use:

- a) Protected information surveys of students
- b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- c) Instructional material, including any applicable procedures, used as part of the education curriculum

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a Network official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

The LEARN Charter School Network in consultation with parents is developing policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The LEARN Charter Network will directly notify parents and eligible students of these policies at least annually at the beginning of each school year, and after any substantive changes. LEARN will also directly notify parents and eligible students of the specific or approximate dates of the following activities, and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution
- Administration of any protected information survey not funded in whole or in part by the Department of Education
- Any non-emergency, invasive physical examination screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW Washington,
D.C. 20202-4605

Section IV – Technology Use/Acceptable Use of Electronic Network & Internet

Acceptable Use Policy (AUP) for the In6ternet

Reasons for Policy

The LEARN Charter School Network (“School Network”) provides electronic resources including but not limited to hardware, software, network access, data files (including virtual files), Internet resources, social networks, and other Web 2.0 resources and personal technology devices for its students and employees. These resources are a part of the School Network’s instructional program and promote educational excellence by enabling employees and students to share information and resources, communicate, learn new concepts, research diverse subjects, and create and maintain school-based websites. The School Network is not responsible for any information that may be lost, damaged, or unavailable when using the electronic resources, or for any information that is retrieved or transmitted via the Internet. The School Network will not be responsible for any unauthorized charges or fees resulting from the use of its electronic resources.

The School Network has adopted this Acceptable Use Policy (“Policy”) to set guidelines for accessing the School Network’s electronic resources, including the computer network or the Internet service provided by the School Network. Every year, students and employees who want access to electronic resources (including but not limited to the computer network and Internet) for that upcoming school year need to sign and submit this Policy to the School Site Principal. Students who are under 18 years also must have their parents or guardians sign this Policy. By signing this agreement, the student, employee, and parent or guardian agree to follow the rules set forth in this Policy, and to report any misuse of electronic resources, (including but not limited to the computer network or the Internet) to a teacher or supervisor. Parties agreeing to this policy also understand that the School Network may revise the Acceptance Use Policy as it deems necessary. The School Network will provide notice of any changes either by posting such a revised version of the Policy on its website or by providing written notice to the students, employees and parents or guardians.

The electronic resources may only be used during the time the user is a student or employee of the School Network. Anyone who receives access to the School Network’s electronic resources, including any Account that is a part of the School Network’s electronic resources, is responsible for making sure it is used properly.

Acceptable Uses of Electronic Resources

All use of the Network’s electronic resources must be in support of education and/or research, and be in furtherance of a Board of Directors stated goal, or for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the School Network’s electronic network or School Network computers. General rules for behavior and communications apply when using electronic resources. Electronic communications and downloaded material, including files deleted from a user’s account, may be monitored or read by school officials. Staff may use the Internet for personal use only if such use is incidental and occurs during their duty-free time.

Internet Safety

Each School Network computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, and/or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act (CIPA) or other applicable federal law(s) and as determined by the President or designee. The President or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or

other lawful purpose, provided the person receives prior permission from the President or system administrator. The President or designee shall include measures in this policy's implementation plan to address the following:

- Ensure staff supervision of student access to electronic resources including social networking and other Web 2.0 resources;
- The education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms
- Restrict access to inappropriate matter as well as restricting access to harmful materials;
- Ensure student and staff privacy, safety and security when using electronic resources;
- Restrict unauthorized access, including "hacking" and other unlawful activities; and
- Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as names and addresses.

If a user is uncertain about whether a particular use of electronic resources is appropriate, he or she should consult the President or system administrator.

Social Networks, other Web 2.0 Resources and Personal Technologies

Definitions:

- 1) **Includes:** Means "includes without limitation" or "includes, but is not limited to"
- 2) **Social Network:** Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. Examples include Facebook, LinkedIn, My Space, Twitter, YouTube, and SnapChat.
- 3) **Personal Technology:** Any device that is not owned or leased by the School Network or otherwise authorized for School Network use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes smartphones, tablet computers and other personal electronic devices.
- 4) **Account:** Staff and students must use assigned accounts with passwords to access the School Network's electronic resources. Each member of the staff and each student will receive his/her own unique School Network Account.
- 5) **Generative Artificial Intelligence (GenAI)** is a technology that can produce new and original content, such as text, images, code, etc., for use in the educational process. Students must identify any use of GenAI in their course work.

Usage and Conduct

All School Network employees and students who use personal technology and social media shall:

- Adhere to the high standards for appropriate school relationships at all times, regardless of the ever-changing social media and personal technology platforms available. This includes School Network employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined under our harassment policy and student code of conduct.
- Use only School Network-provided or approved methods to communicate with students and their parents/guardians. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
- Personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or School Network employees without proper approval.
- Refrain from using the School Network's logos without permission.
- Obtain prior approval from the school network administration for the use of personal

technology or a personal computer. Social media, for personal purposes, can only be used during non-work hours. Any duty-free use must occur during times and places where the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.

- Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its students' and employees' personal technology.
- Be subject to remedial and any other appropriate disciplinary action for violations of this policy.

Authorization for Electronic Resource Access

Each staff member must sign the School Network's [MOBILE DEVICE USE AGREEMENT](#) as a condition for using the School Network's electronic resources. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted use.

All users of the School Network's electronic resources, including School Network computers, shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the [MOBILE DEVICE USE AGREEMENT](#), or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Unacceptable Uses of School Network Electronic Resources

The following uses of the School Network's electronic uses, including any Account provided by the School Network are unacceptable. Uses that violate any state or federal law or municipal ordinance are unacceptable. Unacceptable uses include, but are not limited to the following:

- Selling or purchasing
- Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law
- Transmitting or downloading confidential information or copyrighted materials.
- Uses that involve the accessing, transmitting or downloading of inappropriate matters on the Internet, as determined by the school board, local educational agency or other related authority.
- Uses that involve obtaining and or using anonymous email sites.
- Uses that cause harm to others or damage to their property are unacceptable.
- Unacceptable uses include, but are not limited to the following:
- Deleting, copying, modifying, or forging other users' emails, files, or files without that User's permission;
- Damaging electronic resources such as computers, files, data or the network;
- Using profane, abusive, or impolite language;
- Disguising one's identity, impersonating other users, or sending anonymous email messages;
- Threatening, harassing, or making defamatory or false statements about others;
- Accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
- Accessing, transmitting, or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance; or
- Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."

- Using electronic resources to pursue “hacking,” internal or external to the network, or attempting to access information that is protected by privacy laws.
- Uses that jeopardize access or lead to unauthorized access into Accounts or other electronic resources are unacceptable. Unacceptable uses include, but are not limited to the following:
 - a) Using other users Account passwords or identifiers;
 - b) Disclosing one’s Account password to other users or allowing other users to use one’s Accounts;
 - c) Getting unauthorized access into other users’ Accounts or other computer networks; or
 - d) Interfering with other users’ ability to access their Accounts. Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
 1. Selling or buying anything over the Internet for personal financial gain; or
 2. Using the Internet for advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and
 4. engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying or political purposes

Internet Safety

In compliance with the Children’s Internet Protection Act (“CIPA”), the School Network will implement filtering and/or blocking software to restrict the access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors less than 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by the School Network. [NOTE: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that the School Network determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An Account user who incidentally connects to such a site must immediately disconnect from the site and notify the system administrator, a teacher or supervisor. If an account user sees another user is accessing inappropriate sites, he or she should notify the system administrator, a teacher or supervisor immediately.

In compliance with CIPA, the School Network and its representatives will implement a mechanism to monitor all minors’ on-line activities, including website browsing, email use, chat room participation and other forms of electronic communications. Such a mechanism may lead to discover a user has violated or may be violating this Policy, the appropriate disciplinary code or the law. In such an instance, the School Network shall take any necessary action to enforce the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the Internet, as determined by the school board, local educational agency, or other related authority. The School Network reserves the right to monitor other users’ (e.g., employees, students 17 years or older) online activities; to access review, copy, necessary; and to enforce appropriate and applicable disciplinary provisions for employees and/or students who violate School Board Policies, ordinances, state and/or federal laws.

If a student under the age of eighteen accesses his/her account or the internet outside of school, a parent or legal guardian must supervise the student’s use of the Account or Internet at all times and is completely responsible for monitoring the use. Filtering and/or blocking software may or may not be

employed to screen home access to the Internet. Parents and legal guardians should inquire at the school or network if they desire more detailed information about the software.

Student information shall not be posted unless it is necessary to receive information for instructional purposes, and only if the student's teacher and parent or guardian has granted permission.

Account users shall not reveal on the Internet personal information about themselves or about other persons. For example, an Account user should not reveal their full names, home addresses, telephone numbers, school addresses, or parents' names on the Internet.

Account users will abide by all school network security policies.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the School Network staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, and the Neighborhood Children's Internet Protection Act. The disabling or otherwise modifying any technology protection measures shall be the responsibility of the President or designated representatives. School Network staff will provide age appropriate training for students who use the School Network Internet facilities. The training provided will be designed to promote the Networks commitment to:

- The standards and acceptable use of Internet services as set forth in the School Network Internet Safety Policy;
- Student safety with regard to:
 - a) Safety on the Internet;
 - b) Appropriate behavior while online, on social networking Web sites, and in chat rooms; and
 - c) Cyber bullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the Network's acceptable use policies.

Privacy Policy

The system administrator has the authority to monitor all electronic resources, including all Accounts, e-mail and other materials transmitted or received via the School Network's electronic resources. All such materials are the property of the School Network. **Account users do not have any right to or expectation of privacy regarding such materials. Network users should assume that you have no privacy when using all school network electronic resources.**

Storage Capacity

To ensure those utilizing electronic resources remain within the allocated disk space, and other files or data that take up excessive storage space, the system administrator will also routinely delete messages from account

users' inbound and outbound log files, messages saved to the archive folders on the system, and messages posted to the School Network's web site.

Penalties for Improper use

The use of the School Network's electronic resources is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of use of School Network electronic resources, including any Accounts.

Inappropriate use may lead to any disciplinary and/or legal

action, including but not limited to suspension or expulsion or dismissal from employment from the School Network, or criminal prosecution by government authorities. The School Network will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

Disclaimer

The School Network makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of School Network electronic resources. The School Network also denies any responsibility for the accuracy or quality of the information obtained through the School Network's electronic resources.

Any statement, accessible on the School Network's electronic resources, is understood to be the author's individual point of view and not that of the School Network, its affiliates, or employees.

Account users are responsible for any losses sustained by the School Network or its affiliates, resulting from the users' intentional misuse of the electronic resources.

Media Authorization

Students in The LEARN Charter Network may be photographed and/or videotaped at school. Photos and videos become teaching and communication tools within the school and community. They may be used for educational purposes in Network newsletters/web pages, on local cable access programming related to the network, or shared with the news media to communicate school events. Student names are not used on the Network web site.

In addition, the press and media periodically take photos of students to publicize school activities and events.

The network asks parents to sign the "Media Authorization Form". This form is kept on file as long as the child is enrolled in The LEARN Charter Network schools.

Parents may change the media authorization for their child at any time by submitting the change in writing, using the Media Authorization Form. This form may be obtained from your child's school.

Department of Justice Dos and Don'ts

DO:

- DO use the Internet to help with schoolwork.
- DO use the Internet to "visit" museums in faraway places like The Smithsonian Institution.
- DO use the Internet to meet children in other countries or to keep in touch with pen pals who live far away in this country or other countries.
- DO be careful about talking to "strangers" on a computer network. Who are these people anyway? Some people say and do things that are NOT NICE.
- DO use the Internet to learn more about universities and colleges that you may be interested in attending.

- DO respect the privacy of other users on the Internet, just as you expect your privacy to be respected. How would you feel if someone reads your private email or your grades?
- DO be careful when you "download" (copy) programs from the Internet. Use a virus scan program before loading it on your computer. Some programs on the Internet contain viruses that can harm your computer.

DON'T:

- DON'T give your password to anyone.
- DON'T answer messages that make you feel uncomfortable because they seem improper, indecent, or threatening. TELL an ADULT RIGHT AWAY.
- DON'T give any personal information, such as your family's address, phone number, credit card or calling card numbers, your school's name, or your picture to anyone on a computer network that you don't personally know.
- DON'T arrange to meet anyone you've met on the Internet without telling your parents.
- DON'T try to break into computers. It's not a game. It's a crime and it's an invasion of privacy.
- DON'T steal copyrighted computer programs ("software") by copying it from the Internet. This is the same as stealing it from a store.
- DON'T make copies of any copyrighted material, like books, magazines, or music without the permission of the author, publisher or artist.
- DON'T copy material that you find on the Internet and pretend that it's your own work.

Section V – Transportation

Transportation Bus

Transportation

Special education students are transported in accordance with State Law (BP 435).

Student safety is always a primary concern. Although LEARN does not have responsibility for students before they board the school bus, appropriate behavior is expected of all students who ride the bus. Gross disobedience or misconduct may result in the suspension of school bus privileges. The Network's regular suspension procedures are used to suspend a student's privilege of riding a school bus.

Video Surveillance on Buses and in School

To promote the health, safety and well-being of students and staff, routine video and audio recordings are made on the school buses. The Network also reserves the right to video record public access and areas in and about the school buildings for these same purposes, as may be determined necessary by the network. Electronic recordings (video, digital, audio) made on school buses are not considered to be part of, nor treated as a student record. The School

Network authorizes audio-recordings on its school buses.

Section VI – Building and Environment Safety

Building Visitation

Visits to the building and observation in the classroom are subject to regulations of the Network. Requests to visit the school or a class shall be a scheduled meeting at a mutually agreed upon time with the School Principal, Class Teacher or any other school staff. Students with disabilities, visitation shall be approved by the child's teacher as well as the Principal/designee. In order to ensure the safety of students and staff, all visitors are required to sign in and obtain a visitor's pass from the main office upon arrival. Any visitor found in the building without permission will be directed to the main office

and/or asked to vacate the premises.

Illinois prohibits the knowing possession or carrying of any firearm, stun gun, or taser on or about the person in any public or private elementary or secondary school, on the person or in a vehicle on the real property of any school, in any conveyance owned, leased or contracted by a school to transport students to or from school or a school-related activity, or on the person or in a vehicle on any public way within 1,000 feet of the real property comprising a school.

The Office Manager or designee will notify the LEARN staff member of the visitor's arrival and purpose of the visit. Visitors are restricted to the area in which they are visiting. All visitors must be escorted by the visited LEARN employee until they are either passed off to another LEARN employee or exit the building. LEARN reserves the right to restrict and/or prohibit a visitor's access to any campus and/or LEARN sponsored on-site and off-site events due to violations of this policy or behaviors that pose a risk to the safety of students or staff.

Students may not bring visitors or guests to school without first contacting the School Principal and obtaining permission.

Visitors may only be on LEARN property for lawful and approved purposes. The following behaviors are not permitted on LEARN property or at school-sponsored events:

- Any form of violence, threats, bullying, harassment, or intimidation.
- Disrupting classes, school activities, or school operations.
- Interfering with the learning or safety of others.
- Refusing to follow directions from school staff.
- Posting or distributing flyers, signs, or other materials without prior school approval.
- Smoking, vaping, or using tobacco products.
- Possessing, using, or being under the influence of alcohol or illegal substances.
- Bringing or displaying weapons or objects that look like weapons.
- Damaging or vandalizing school property or the personal property of others.
- Violating any school rules, Board policies, or laws.

Failure to follow these expectations may result in removal from school property and restrictions on future access, in accordance with school policy and the law.

If you want this even shorter (for a one-page handbook summary) or rewritten in a warmer tone, I can provide an alternate version.

Pest Control

The LEARN Charter School Network utilizes an Integrated Pest Management (IPM) process to identify and eliminate conditions in the school that may cause pests to be a problem. Applications of pest control materials are made only when necessary to eliminate pest problems. Regular spraying is not part of the program. The network has contracted with Anderson Pest Control to provide IPM services.

Only approved pest control methods are used. If it becomes necessary to use pest control products other than traps or baits, notice is posted two business days prior to the application. An exception to the two-day notice may be made in the event of an immediate threat to health or property.

Network personnel, certified in the handling of herbicides, occasionally make application of such materials on school grounds. Every effort is made to make such applications when school is not in session. Only approved herbicides are used.

Parents and staff may request written notification of all pesticide and herbicide application by contacting the school office.

Asbestos Management Plan

All LEARN Charter School Network school buildings have been inspected for asbestos and management plans have been written and accepted by the Illinois Department of Public Health. Copies of the plans are available by contacting the Department of Facilities at the Network Office or the building principals. However the Engineer at each school should have a Red binder that is called the Asbestos Management Plan. That booklet should be in the Engineers Office, It is asked by the City of Chicago or CPS inspectors.

Hazardous Material

To promote the health and safety of the students, staff, parents and the community, and to ensure the environment is reasonably protected from hazardous materials, LEARN Charter School Network has developed procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities. Emergency response actions and evacuation plans will also be coordinated with the procedures. Hazardous materials shall be defined as any substance specifically designated as such by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive and/or toxic. The procedures developed by the administration comply with all local, state and federal laws and regulations which

pertain to the proper management of hazardous materials. The Facilities Manager is responsible for identifying any substances which may be hazardous, and ensuring such substances are properly disposed in a state-approved facility or landfill. When necessary, LEARN shall contact the U.S. Environmental Protection Agency (EPA) and/or the Waste Management Program in order to

obtain relevant information regarding hazardous waste management. LEARN personnel will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize quantities of such substances generated by the school. In addition, LEARN employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

Eye Protection in School Act

Every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating in or observing any courses involving milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, and welding, repairing, or servicing of other materials, and chemical or combined chemical-physical laboratories involving caustic or explosive chemicals, hot liquids, or solids. LEARN ensures this requirement is upheld at all schools.

Suicide Awareness and Prevention Policy

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Network goals. The full Network policy on Suicide Awareness and Prevention is located at <https://suicidepreventionlifeline.org>

Physical Restraint and Isolated Time out (PRT0)

LEARN Charter School's policy is designed to ensure that our students are free from unreasonable use of physical restraint or isolated timeout interventions, and all behavioral/safety interventions put in place at LEARN Charter Schools must be consistent with the child's rights to be treated with dignity and to be free from abuse.

Any use of PRT0 complies with ISBE's regulations and US Department of Education guidance. These interventions may only be used in emergency circumstances when needed to protect the student or other students and staff from imminent, serious physical harm, and that such use is administered so as to prevent harm to the student.

Every effort will be made to prevent the use of physical restraint or isolated time outs. Only staff who are trained and certified in the use of evidence-based techniques may administer physical restraints, and students must be supervised/observed at all times.

Parents/Guardians of the student involved will be notified verbally by a school official of any use of restraint or seclusion on the day the incident occurs, followed by a written report within 24 hours.

Any questions/concerns related to PRT0 may be directed to the school principal or the Network Director of Student Support Services (Jon Bennett - jbennett@learncharter.org).

Section VII – Equal Educational Opportunities and Non-Discrimination Policies

Student Non-Discrimination Policy

The LEARN Charter School Network provides equal educational opportunities to all students without regard to race, color, national origin, immigration status, age, ancestry, sex, sexual orientation, gender identity, ethnicity, language, religious beliefs, physical or mental handicap or disability, economic and social conditions, status of being homeless, military status or unfavorable discharge from military service, order of protection status, actual or potential marital or parental status, or pregnancy. No student shall be denied access to programs, activities, services, or benefits on the basis of sex. Any student may file a discrimination or sex equity complaint by using the procedures for reporting found on page _.

[CPS Procedural Safeguards for Discipline of Students with Disabilities and Impairments](#)

Harassment Policy

The LEARN Charter School Network has adopted policy with expectations students and individuals working or volunteering within the LEARN Charter School Network will abide by this policy. Complaints of harassment, intimidation or bullying are handled according to the reporting and due process procedures described below at pages _____. The LEARN CEO or his/her designee shall use reasonable measures to inform staff members and students that the Network will not tolerate harassment, intimidation or bullying by including the Non-Discrimination, Harassment, and Anti-Bullying Policy in the appropriate handbooks and on its website at www.learncharter.org.

General Statement on Harassment

It is the policy of the LEARN Charter School Network to maintain a learning and working environment that is free from discrimination and harassment. No person, including a LEARN Charter School Network employee or agent, or student, shall harass, intimidate or bully another student based upon a student's race, color, national origin, military status, unfavorable discharge from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of

protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristic, or other protected group status.

The LEARN Charter School Network will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, electronic, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the LEARN Charter School Network to harass a student, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion, race, color, national origin, disability, sex, sexual orientation, age or other protected class as defined by this policy. For purposes of this policy, school personnel include board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the LEARN Charter School Network.

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the LEARN Charter School Network to inflict, threaten to inflict, or attempt to inflict violence against a student, teacher, administrator or other school personnel based upon the person's religion, race, color, national origin, disability, sex, sexual orientation, age or other protected class as defined by this policy.

The LEARN Charter School Network will act to investigate all complaints, either formal or informal, verbal or written, filed based on religion, race, color, national origin, disability, sex, sexual orientation, age or other protected class as defined by this policy.

Definitions

a. Harassment.

"Harassment" under this policy shall include any harassment based upon an individual's membership in a protected class by a student, teacher, administrator or other school personnel, or by any other person who is participating in, observing or otherwise engaged in activities, including sporting events and other extra-curricular activities whether on or off school grounds before, during and after school hours, under the auspices of the LEARN Charter School Network.

b. Sexual Harassment.

"Sexual harassment" is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. Sexual harassment exists when:

- i. a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the LEARN Charter School Network causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or
- ii. the unwelcome sexual conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment; or
- iii. the provision of educational aid, benefits, services, or treatment is denied or limited; or that makes such conduct a condition of a student's academic status; or has the purpose or effect of:

1. Substantially interfering with a student's educational environment;
2. Creating an intimidating, hostile, or offensive educational environment;
3. Depriving a student of educational aid, benefits, services, or treatment; or
4. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- sexual advances;
- requests for sexual favors;
- touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- graffiti of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- engages in other verbal, physical, or electronic conduct of a sexual or sex-based nature;
- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- Unwelcome, sexually motivated or inappropriate patting, pinching or physical contact.
This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student;
- other unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

c. Harassment based on Race/Color

Racial harassment of a student consists of verbal or physical conduct or electronic conduct related to an individual's race or color, when:

- i. the harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's or employee's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
- ii. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
- iii. the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of race or color includes, but is not limited to:

- graffiti containing racially offensive language;
- name calling, jokes or rumors;

- threatening or intimidating conduct directed at another because of the other's race or color; notes or cartoons;
- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
- written or graphic material containing racial comments or stereotypes which is posted or circulated, and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

d. Harassment based upon National Origin or Ethnicity

Ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members or ancestors when:

- i.the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
- ii.the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- iii.the harassing conduct otherwise adversely affects an individual's learning opportunities. Examples of conduct which may constitute harassment because of national origin or ethnicity include, but are not limited to:
 - graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;
 - threatening or intimidating conduct directed at another because of the other's national origin or ethnicity;
 - jokes, name calling, or rumors based upon an individual's national origin or ethnicity;
 - ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;
 - written or graphic material containing ethnic comments or stereotypes which is posted or circulated, and which is aimed at degrading individuals or members of protected classes
 - a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;
 - other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

e. Harassment based on Disability

Disability harassment includes harassment based on a student's or an employee's disabling mental or physical impairment and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition when:

- i.the harassing conduct is so severe, persistent, or pervasive that it affects a student's or employee's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
- ii.the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- iii.the harassing conduct otherwise adversely affects an individual's learning opportunities. Examples of conduct which may constitute harassment because of disability include, but are limited to:

- graffiti containing offensive language which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors or name calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

Students with Disabilities/Impairments

All children with disabilities have the right to a free and appropriate public education as provided under Illinois and Federal law. It is the obligation of the school network to ensure that students who may be eligible for services per section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated, and provided with appropriate educational services.

Any questions regarding the identification, evaluation, placement, supports or services for scholars with disabilities or impairments may be directed to the Director of Student Services (773) 584-4399 or your school principal. A copy of the notice of procedural safeguards and parent rights is available to parents at the following link:

www.isbe.net/spec-ed/pdfs/nc_proc_sfgrds_34-57j.pdf

If you suspect your scholar may have a disability that substantially limits the child's ability to function in school, please contact the Director of Student Services (Network 504/ADA Coordinator (773) 584-4399).

Illinois School for the Deaf /Illinois School for the Visually Impaired

The parent/guardian of any child who is deaf or hard of hearing will be provided with written notice of the existence and services of the Illinois School for the Deaf or similar local schools, including information on school services, admission criteria and contact information.

Section 504/Americans with Disabilities Act

The Americans with Disabilities Act (ADA) and the federal Rehabilitation Act require the school network to ensure that no individual will be discriminated against based upon a disability.

Under federal law, qualified students with disabilities may be entitled to certain services or accommodations related to their school programming. Parents who believe their child has been discriminated against should follow the procedures outlined in this Handbook.

Transgender Children

LEARN is committed to providing a safe and nurturing environment for all students and fully complies with Title IX. Under Title IX, schools cannot "exclude, separate, deny benefits to, or otherwise treat differently on the basis of sex any person in its educational programs or activities unless expressly authorized to do so under Title IX or its implementing regulations". Schools' obligations to treat a student according to the student's gender identity begins when a student or the student's parent or guardian notifies the school administration that the student is asserting a gender identity different from what the student previously represented. From that date forward,

schools must treat the student according to the student's gender identity. Schools may not require medical documentation or official documentation regarding the student's gender identity as a precondition to recognizing the student's gender identity.

Anti-Bullying Policy

Recognizing that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities, the LEARN Charter School Network is committed to maintaining a school environment free of harassment and bullying. All members of the LEARN school community have a right to be educated and work in a secure and caring environment, that are in alignment with the mission and values of the LEARN network. It is also expected that every member of the LEARN Charter School Network community has a responsibility to contribute to the protection and maintenance of a safe and nurturing environment.

The LEARN Charter School Network requests that every scholar, with the support of his/her parent(s), guardian(s) and the LEARN school community, commit to the following principles, which will apply to everyone on the school property and school-related activities:

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

Bullying is contrary to Illinois law and this policy is consistent with the Illinois School Code. This policy protects LEARN Charter School Network scholars against bullying and harassment on the basis of actual and/or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity and/or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The LEARN Network recognizes the particular vulnerability of scholars with actual and/or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this policy is intended to infringe upon any expression protected by the First Amendment of the United States Constitution or Section 3 of Article I of the Illinois Constitution.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. (This list is meant to be illustrative and non-exhaustive.)

Any type of aggressive behavior by a student, including bullying and hazing, will be documented by the school staff to provide information needed to develop appropriate interventions. When significant evidence is collected to suggest the existence of repeated aggressive behavior, parents or guardians of the student will be notified. Interventions for repeated aggressive behavior shall not preclude any other type of discipline from being imposed in accord with other provisions of this policy.

Definitions

A. Aggressive Behavior.

Aggressive behavior is defined as using force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct. Aggressive behavior includes student behavior that is commonly referred to as bullying and/or hazing. School personnel will create a supportive climate that encourages reporting of such behavior. When teachers see aggressive behavior or

when it is reported to them, they are to address that behavior. This can include interventions such as redirecting toward appropriate behavior, modeling positive behavior, pursuing other consequences consistent with school policy, and /or reporting the behavior to a school administrator.

B. Bullying

"Bullying" includes "cyber-bullying" and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have 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 non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the Student Code of Conduct. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

Cyber-bullying (additional information)

Cyber-bullying means using information and communication technologies to bully. This definition does not include cyber bullying by means of technology that is not owned, leased, or used by the Network, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a Network or school to staff or monitor any non-school-related activity, function, or program. If the cyber-bullying is based on age, sex, or disability, it is also subject to the LEARN Charter School Network Non-discrimination policy.

C. Hazing.

Hazing is meant to include any activity that physically or mentally injures any student through harassment, intimidation, or wrongful act. Disciplinary action will be taken in instances of violation of this policy.

D. Peer Conflict.

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

E. Retaliation.

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

Bullying is prohibited:

- during any school sponsored or school sanctioned program or activity; in school, on school property, on school buses or other LEARN Network provided transportation, and at designated locations for students to wait for buses and other LEARN Network provided transportation;
- through the transmission of information from a LEARN Charter School Network computer or computer network, or other electronic school equipment;
- when communicated through any electronic technology or personal electronic device while on school property, on school buses or other LEARN Network provided transportation, at bus stops, and at school sponsored or school sanctioned events or activities;
- when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school related or sponsored program or activity or on LEARN Network provided transportation;
- when it is a LEARN Charter School Network Student Code of Conduct Group 5 or 6 behavior (see Section VIII) that occurs off campus but seriously disrupts any student's education.

No student who witnesses bullying may stand by or participate in the bullying but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any LEARN Charter School Network employee or contractor in person, by completing the Bullying Complaint Form and submitting it to the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report, see page ____.

Dating Violence

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Anyone with information about incidents of teen dating violence should report them to a LEARN Building Principal, Assistant Principal, or any school staff member.

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects that a student has been the victim of dating violence shall immediately report that information to the principal or designee who will follow established procedures for the prevention, identification, investigation, and response to bullying and school violence and the Student Code of Conduct. If necessary and appropriate, the LEARN CEO or designee will notify the Office of Student Protections and Title IX.

The LEARN principal shall ensure that the student victim of dating violence receives appropriate support services.

Reporting Procedures for Violations of Non-Discrimination, Harassment or Anti-Bullying Policy

Students or their parent(s)/guardian(s), employees, or community members should notify any Network Complaint Manager (773-584-4300) if they believe that the LEARN Board, its employees, or agents or another student has violated the Non-Discrimination Policy, Harassment Policy, or the Anti-Bullying Policy, or has

violated their rights guaranteed by the Illinois or U.S. Constitution, Illinois or federal statute, including:

- o Title II of the Americans with Disabilities Act;
- o Title IX of the Education Amendments of 1972;
- o Section 504 of the Rehabilitation Act of 1973;
- o Claims of sexual harassment under the Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

A. Reporting

Any student who believes he or she has been the victim of harassment based on race, color, national origin, disability, sex or age or other protected basis by a student, teacher, administrator or other school personnel of the LEARN Charter School Network, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the LEARN Charter School Network, is encouraged to immediately report the alleged acts to the Title IX Coordinator (If it involves an adult), Director of Student Support Services (student to student), Principal, Assistant Principal, or a Complaint Manager. Students may choose to report to a person of the student's same sex.

Complaints will be kept confidential to the extent possible given the need to investigate. An allegation that one student was harassed by another student shall be referred to the Building Principal or Assistant Building Principal for appropriate action. Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of sexual harassment or harassment based on race, color, national origin, disability, sex or age by a student, teacher, administrator or other school personnel of the LEARN Charter School Network, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extra-curricular activities, under the auspices of the LEARN Charter School Network is required to immediately report the alleged acts to an appropriate Complaint Manager or to another LEARN Charter School Network official designated by this policy.

The Complaint Manager(s) are designated from the Human Resources Department or other administrator deemed appropriate by the LEARN CEO. Nothing in this policy shall prevent any person from reporting harassment directly to the LEARN CEO.

Any other person with knowledge or belief that a student has or may have been the victim of sexual harassment or harassment based on race, color, national origin, disability, sex, or age as set forth above, is encouraged to immediately report the alleged acts to an appropriate LEARN Charter School Network official designated by this policy.

Upon receipt of a report, the Complaint Manager must notify the Non-Discrimination Coordinator without screening or investigating the report. For sex-based complaints, the Complaint Manager shall notify the Title IX Coordinator or other LEARN Charter School Network officer who oversees sexual misconduct, abuse, or harassment; for disability-based complaints, the Complaint Manager must notify the Section 504 Coordinator or other LEARN Charter School Network officer who oversees disability harassment (as applicable).

The Complaint Manager may request but may not insist upon a written complaint. Oral reports shall be considered complaints as well. If the complaint involves the building Complaint Manager, the complaint shall be made or filed directly with the appropriately designated

Non-Discrimination Coordinator by the reporting party or the complainant.

B. Designees.

The Board designates the following LEARN Charter School Network individuals with responsibility to identify, prevent, and remedy harassment. The LEARN CEO or designee shall:

- receive reports or complaints of sexual harassment and harassment based on race, color, national origin, disability, and other basis as identified by this policy;
- oversee the investigative process of harassment complaints;
- be responsible for assessing the training needs of the LEARN Charter School Network’s staff and students in connection with the dissemination, comprehension, and compliance with this policy;
- arrange for necessary training required for compliance with this policy; and
- insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.
- If any complaint involves the Complaint Manager, the complaint shall be filed with the LEARN CEO. If any complaint involves the LEARN CEO, the complaint shall be filed with the LEARN Board.

Title IX Coordinators:

Chicago Campuses	Lake County and DC Campuses
<p style="text-align: center;">CPS Chief Title IX Officer Office of Student Protections & Title IX (OSP)</p> <p style="text-align: center;">Elizabeth Mendoza Browne 110 N. Paulina St. Chicago, IL 60612 Email: osp@cps.edu Phone: 773-535-4000</p> <p style="text-align: center;">Use the CPS complaint form via cps.edu/osp.</p> <p style="text-align: center;">Send copy of complaint form to LEARN HR at learn-hr@learncharter.org</p>	<p style="text-align: center;">LEARN Title IX Officer</p> <p style="text-align: center;">Chief Talent Officer Human Resources (except will be Student Services if student-to-student complaint)</p> <p style="text-align: center;">Matt Smith 3021 W. Carroll Street Chicago, IL 60612 Email: msmith@learncharter.org _ or learn-hr@learncharter.org Phone: 312-834-7590</p> <p style="text-align: center;">You are encouraged to use email or an Incident Report Student Victim Adult Victim</p>

Complaint Managers (all campuses):

Susan Adams
Herro Campus

Matthew Smith
Herro Campus

LEARN Charter School Network
(773) 849-4860
sadams@learncharter.org

LEARN Charter School Network
(773) 733-7305
msmith@learncharter.org

Conflict of Interest:

If prior to making a report of harassment or during the investigation and/or hearing process any individual has reason to believe a conflict of interest exists, the individual should report the conflict of interest to the Complaint Manager. If the conflict of interest involves the Complaint Manager, the individual may report the conflict to the Non-Discrimination Coordinator or the Board.

C. Publication

The LEARN Charter School Network shall conspicuously post this policy against harassment and violence in each school that the LEARN Charter School Network maintains, in a place accessible to students, faculty, administrators, employees, parents and members of the public. This notice shall include the name, mailing address and telephone number of the Non-Discrimination Coordinator and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights (Citicorp Building, 500 W. Madison, Chicago, Illinois, 60661; 312-730-1560).

A copy of this policy shall appear in all publications including, but not limited to, the student handbook, employee handbook, LEARN Charter School Network website, and shall be made available upon request of parents, students, and other interested parties.

D. Training

The LEARN Board (or designee) will develop a method of discussing this policy with students and employees. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the LEARN Board in consultation with the Non-Discrimination Coordinator determines is necessary or appropriate. Training will also address the interventions that can be taken to address bullying as indicated below under Interim measures.

E. Annual Review

This policy shall be reviewed at least annually for compliance with state and federal law and will assess the outcomes and effectiveness of the policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The information developed as a result of the policy evaluation will be made available to school administrators, school board members, school personnel, parents, guardians, and students through communication mediums such as the school/network's website, email, and/or at designated meetings (i.e., Board, Leader, Parent meetings).

F. Privacy

The LEARN Charter School Network will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the LEARN Charter School Network legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

Interim Measures

Upon notice of the complaint/report, the LEARN Charter School Network will promptly take steps to protect the complaining party as necessary, including interim measures before the final outcome of the LEARN Charter School Network's investigation (e.g., no contact order; increased supervision, check-in with both parties to a designee; change classes; change path to classes; provide different bus transportation (if applicable); counseling; health and mental services; escort services; academic support; retake course or withdraw without

penalty. Additional measures may also include the interventions that can be taken to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services; or similar measures.

Mediation

The LEARN Charter School Network will offer the parties the option to mediate the complaint and will only mediate complaints if both (all) parties mutually agree to participate. However, the LEARN Charter School Network does not require the complainant to work out an issue directly with the accused. Additionally, the parties have the right to end the informal process and begin a formal process at any time. Further, sexual violence complaints are not to be mediated even on a voluntary basis.

Investigation

The LEARN Charter School Network will act to investigate promptly and impartially, using a preponderance of the evidence standard when investigating all complaints, formal or informal, verbal, written, or electronic of prohibited harassment. LEARN Charter School will:

- Make all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- Involve appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- Notify the principal or school administrator or his or her designee of the report of the incident of bullying as soon as possible after the report is received.
- Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Upon receipt of a report or complaint alleging harassment consistent with policy, the Complaint Manager shall immediately notify the Nondiscrimination Coordinator and the school principal or designee, without screening or investigating the report. The Complaint Manager shall then also immediately undertake or authorize an investigation. The investigation may be conducted by other LEARN Charter School Network officials or by a third party designated by the LEARN Charter School Network.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. In determining whether the conduct constitutes a violation of a LEARN policy, the LEARN Charter School Network shall consider:

- the nature of the behavior;
- how often the conduct occurred;
- whether there were past incidents or past continuing patterns of behavior;
- the relationship between the parties involved;
- the race, color, national origin, disability, sex, age or other status of the victim;
- the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;
- the number of alleged harassers;
- the age of the harasser;
- where the harassment occurred;

- whether there have been other incidents in the school involving the same or other students;

- whether the conduct adversely affected the student's education or educational environment or the employee's work environment;
- the context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

Additionally, in a manner that is consistent with Federal and State laws governing student privacy rights, information about the investigation will be shared with the parents/guardians of the students who are parties to the investigation. Parents/guardians will also have the opportunity to meet with the school administrator or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

As indicated above, interventions that can be taken to address bullying include (but are not limited to) school based social work/psychological/ counseling services, restorative measures, social emotional skill building, and community based services.

Reprisal and Retaliation against any person who reports an act of bullying is prohibited; consequences and appropriate remedial actions will be taken for a person who engages in such acts. Similarly, consequences and appropriate remedial actions will be taken for any person found to have falsely accused another of bullying as a means of retaliation or as a means of bullying.

LEARN's bullying policy aligns with other policies of the Network and its Board. The policy will be based on engagement with a range of school stakeholders, posted on the website and other areas where policies are posted, included in the student handbook, and distributed annually to appropriate stakeholders (i.e. scholars, families, staff). The effectiveness and outcomes of LEARN's bullying policy will be assessed using factors such as frequency of victimization, stakeholder observations of safety at the school, identification of patterns of bullying including areas of schools where bullying occurs and the types of bullying that are occurring, and bystander intervention or participation. Information developed as part of the evaluation process will be provided to stakeholders.

Criminal Complaint

With regard to allegations of sexual assault, the LEARN Charter School Network will inform the complainant of the right to proceed with a criminal investigation and a Title IX complaint simultaneously. The LEARN Charter School Network is obligated to conduct its investigation whether or not there is a criminal investigation pending addressing the same or similar allegations or such investigation has concluded.

As set forth below in the police notification guidelines, LEARN administrators are required to notify the Chicago Police Department if they are made aware of a criminal act of sexual assault or misconduct and may consult with counsel or the CPS Office of Student Protections and Title IX at (773) 535-4400 to assist in assessing whether police notification will be required. In addition, when made aware of an allegation of sexual misconduct, LEARN administrators will be required to follow their mandatory reporter obligations and report to the Department of Children and Family Services (DCFS).

Confidentiality

The LEARN Charter School Network will take steps to investigate and respond to complaints, consistent with a complainant's requests for confidentiality. The privacy of the parties involved and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

Consistent with federal and State laws and rules governing student privacy rights, includes procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying and discussing, as appropriate, the availability of social work services, counseling, school psychological services,

other interventions, and restorative measures.

The LEARN Charter School Network notes, however, if a complaint requests anonymity and does not agree to release of information, the LEARN Charter School Network may be limited in its ability to respond to the complaint (including pursuing discipline against the accused) or the LEARN Charter School Network must override a request for confidentiality to address the complaint. The LEARN Charter School Network will evaluate a request for confidentiality in the context of its responsibility to provide a safe and nondiscriminatory environment for all students, and may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the alleged harasser's rights to receive information about the allegations if the information is maintained by the school as an "education record" under the Family Educational Rights and Privacy Act (FERPA), [20 U.S.C. § 1232g](#); [34 C.F.R. Part 99.15](#). The Complaint Manager is responsible for evaluating requests for confidentiality.

Retaliation

Submission of a good faith complaint or report of sexual harassment, or harassment based upon race, color, national origin, disability, sex, or other basis consistent with this policy will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. Reprisal or retaliation against any person who reports an act of bullying is prohibited. The LEARN Charter School Network will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against a person who reports, testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

It is unlawful to retaliate against students, employees or applicants for:

- Filing or being witness in an Equal Employment Opportunity charge, complaint, investigation or lawsuit
- Communicating with a supervisor or manager about employment discrimination including harassment
- Answering questions during an investigation of alleged harassment
- Refusing to follow orders which could result in discrimination
- Resisting sexual advances, or intervening to protect others
- Requesting accommodation of disability or religious practice

Participating in a complaint process is protected from retaliation under all circumstances. Other acts to oppose discrimination are protected as long as the individual was acting on a reasonable belief something in the LEARN Charter School Network may violate Equal Employment Opportunity laws, even if he/she did not use legal terminology to describe it.

Procedures for Addressing Violations of Non-Discrimination, Harassment or Anti-Bullying Policy

A. Upon receipt of a report that a violation has occurred, the LEARN Charter School Network will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation within seven

(7) calendar days of the report of the violation. Appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge or other recourse.

Any action taken by LEARN for violation of the Non-Discrimination, Harassment, and the Anti-Bullying Policy shall be consistent with the requirements of state and federal law and LEARN Charter School Network policies

for violations of a similar nature or similar degree of severity. In addition to applying the Student Code of Conduct

where appropriate, in determining what is an appropriate response to a finding that violation of any one of these policies has occurred, the LEARN Charter School Network shall consider:

- what response is most likely to end any ongoing harassment;
- whether a particular response is likely to deter similar future conduct by the harasser or others;
- the amount and kind of harm suffered by the victim of the harassment;
- the identity of the party who engaged in the harassing conduct; and,
- whether the harassment was engaged in by school personnel, and if so, the LEARN Charter School Network will also consider how it can best remediate the effects of the harassment.

The LEARN Charter School Network will provide the parties written notice of range of potential remedies and sanctions (apology; written warning; written reprimand; prohibition from holding office or participating in student activities, including sports; recommended counseling; required training; termination or other remedies). This may include services separate from or in addition to interim measures offered at the time the Complainant reported the harassment even if originally declined.

In the event that the evidence suggests that the harassment at issue is also a crime that violates criminal law, LEARN will apply the Student Code of Conduct and rules for police notification and mandatory reporting.

B. To the extent the LEARN Charter School Network can do so while respecting the privacy rights of the individuals involved, including the duty of confidentiality under FERPA and/or the Illinois School Student Records Act, the Complaint Manager shall inform the parties of any action taken in response to the complaint.

C. Due process for a determination that a LEARN student has been engaged in unlawful harassment or bullying is governed by the Student Code of Conduct below at page _.

If the results of the LEARN Charter School Network's evaluation of a complaint of harassment results in a conclusion that an individual has engaged in unlawful harassment in violation of this policy, or that school personnel have failed to report harassment as required herein, that individual may appeal this determination by use of established Board procedures for appealing other adverse personnel and/or education related actions.

A written appeal to the Board may be requested by either party within three (3) days from receipt of the written report. If an appeal reaches the Board, the Network hearing officer shall conduct a hearing within ten (10) days of receipt of the appeal and make a written report to the Board summarizing the evidence heard at the hearing within ten (10) days of the hearing. If the procedures allow the parties access to information used at a hearing, the LEARN Charter School Network will provide similar and timely access to both parties. With respect to the hearing, the LEARN Charter School Network will provide equal opportunity to both parties and apply equal restrictions to ability of lawyers/representatives to speak or otherwise participate (or equally permitting 3rd party expert testimony; equal cross examination on witnesses; equally present for the entirety of a hearing).

With respect to hearings pertaining to sexual assault: the LEARN Charter School Network must not require a complainant to be present at the hearing as prerequisite to proceed. The LEARN Charter School Network does not allow parties to personally question or cross-examine each other during a hearing. However, the

complainant and accused will have equal opportunity to present relevant witnesses and other evidence. The

complainant and the accused will have similar and timely access to any information that will be used in a hearing. The complainant and the accused shall have the right to present witnesses, subject to the right of cross examination by the hearing officer. The LEARN Charter School Network does not allow evidence of past relationships with anyone other than the alleged perpetrator.

Upon receipt of the written report from the hearing officer, the Board may take action, as it finds appropriate. The LEARN Board will take action within thirty (30) days of receipt of the hearing officer's report.

D. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained by the Network for at least five (5) years. The Nondiscrimination Coordinator shall be responsible for maintaining these records in a secure location.

E. Submission of a good faith complaint or report of harassment will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Decision and Appeal

After receipt of the Complaint Manager's report, the LEARN CEO shall render a written decision which shall be provided to both parties. If the Complainant is not satisfied with the decision, the Complainant may appeal to the LEARN Board by making a written request to the Complaint Manager. The Complaint Manager shall be responsible for promptly forwarding all materials relative to the complaint and appeal to the LEARN Board. Thereafter, the LEARN Board shall render a written decision that shall be provided to the Complainant. This grievance procedure shall not be construed to create an independent right to a LEARN Board hearing.

LEGAL REFERENCES:

Title IV of the Civil Rights Act of 1964.

Section 504 of the Rehabilitation Act of 1973 (Section 504).

Title II of the American's with Disabilities Act of 1990.

Title IX of Education Amendments of 1972, 20 U.S.C. § 1681.

[34 C.F.R. Part 106.](#)

[105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.](#)

Illinois Human Rights Act, [775 ILCS 5/1-101 et seq.,.](#)

[23 Ill. Admin. Code §1.240 and Part 200.](#)

[Davis v. Monroe County Board](#), 119 S.Ct. 1661 (1999).

[Franklin v. Gwinnett Co. Public Schools](#), 112 S.Ct. 1028 (1992).

[Gebser v. Lago Vista Independent School District](#), 118 S.Ct. 1989 (1998).

[West v. Derby Unified School District No. 260](#), 206 F.3d 1358 (10th Cir. 2000).

Section VIII – Student Code of Conduct

This Code of Conduct applies to all LEARN Network students attending LEARN Campuses.

GENERAL REQUIREMENTS

The Student Code of Conduct applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by LEARN (such as a school bus), and while using the LEARN network. The Student Code of Conduct also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

REPORTING PROCEDURES AND DUE PROCESS

To address inappropriate behavior, LEARN administrators will comply with the following guidelines. (For Chicago campuses, LEARN will also follow CPS Guidelines for Effective Discipline which shall be issued by the CPS Office of Social & Emotional Learning.)

Each LEARN Principal or designee will take the following steps to address reports of inappropriate behavior:

- 1) Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) Intervene to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) Gather information by talking to all involved students, teachers, school staff, or others who witness the incident. When student misbehavior is reported to the school principal or designee, an investigation will begin no later than the next school day; however, if student safety is at risk, investigations will begin immediately.
 - a) If there is an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, as described above, LEARN will follow the reporting procedures described at pages _____. If necessary and appropriate, the Principal or designee will consult the Office of Student Protections and Title IX (“OSP”).
 - b) If a search of the student, his/her/their locker, desk, or personal belongings needs to be conducted due to reasonable suspicion, follow the applicable law and policies relating to search and seizure. Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) Analyze whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) Provide due process by discussing the incident with the student and provide the opportunity to explain his/her/their perspective.

a) Inform the student of the inappropriate behavior s/he/they may have exhibited, the applicable SCC

behavior category, and the range of possible interventions and consequences.

- b) Ask the student to explain what happened from his/her/their perspective and reflect on his/her/their actions.
- c) Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.
- d) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- e) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.

6) Make a determination and consider the needs of all parties involved.

- f) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- g) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate supports and follow up.

7) Assign interventions or consequences according to the SCC.

- h) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
- i) the principal or designee will assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students in alignment with the SCC.
- j) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- k) Avoid consequences that will remove the student from class or school, unless the student poses and imminent danger or extreme disruption to the environment. Use out-of-school suspensions only as a last resort in accordance with the suspension guidelines below.
- l) Out-of-school suspensions will not be imposed as a minimum or required consequence unless required by law.
- f) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in- school suspension days. The out-of-school suspension

must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.

- g) School staff members will respond to inappropriate student behavior as confidentially as possible.
 - h) Restrictions will not be placed on access to food, access to medication, access to the restroom or recess activities as a behavior consequence.
- 8) Hand-deliver to the parents/ guardians, mail or e-mail a copy of the misconduct report to the student's home address or email address on file.
- 9) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- i) The parents/guardians may ask the principal to review the consequence assigned and to reconsider the decision.
 - j) If a student has received an out-of-school suspension or referred for an expulsion hearing, the parents/guardians may appeal by contacting the LEARN CEO or Designee. The LEARN CEO or designee will review the appeal and determine:
 - whether any factual errors were made in the principal's investigation,
 - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - whether prior interventions were attempted when appropriate,
 - whether the length of the suspension was commensurate with the student's inappropriate behavior,
 - whether appropriate due process was given, and
 - in the case of a request for an expulsion hearing, whether the request was appropriate.

The LEARN CEO or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

- k) If a student has been expelled and referred to a Safe Schools Alternative Program, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the CPS Department of Student Adjudication. The decision of the CPS CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 10) Restore the student's participation in the school community.
- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see Guidelines for Effective Discipline, Exhibit ____.
 - b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned out-of-school suspension; however, if a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the LEARN CEO or designee may grant an exception and assign an emergency out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the misconduct report was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades three through eight may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student information system, or
- 3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and
- 4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5) A copy of the misconduct report was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes,

tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with CEO or designee approval. The student's attendance will still be marked as suspended. The CEO or designee must approve any other exception to the out-of-school suspension guidelines. If approved by the CEO or designee, a student suspended for more than three (3) days may be required to attend a LEARN Network approved program during the term of suspension.

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.
- If a student's inappropriate behavior falls within Group 5 or 6 of the SCC, a LEARN principal *may* request an expulsion hearing for the student. A LEARN principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be referred for review by the LEARN CEO or designee for students 6th through 8th grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student committing any other Group 6 behavior.
- The LEARN CEO or designee will consult with LEARN's counsel to review the expulsion hearing request and determine whether to refer the student to the LEARN Board for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

- Students who commit Group 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer. Emergency assignment is pending availability.
- Requests for emergency assignment must be approved, facilitated, and implemented by the LEARN CEO's designee. The LEARN CEO or designee may request additional information and/or seek LEA approval (as appropriate) when considering request for emergency assignment.
- General education students may be placed in an interim alternative education setting (pending availability) if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process.
- Students with disabilities may be placed in an interim alternative educational setting (pending availability) for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school-sponsored event. Emergency assignment is pending availability. The parent or legal guardian may request a due process hearing to challenge the emergency assignment.
-

Expulsion Hearing Procedures

- The LEARN Board will schedule expulsion hearings and send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by

personal delivery.

- Before the hearing, LEARN principals will be responsible for assisting counsel for LEARN and the LEARN

Board by identifying witnesses and relevant documents and reviewing all documentation regarding the incident to ensure it is complete, accurate and properly written.

- The hearing will be conducted before an independent hearing officer. The LEARN Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.
- The hearing officer's recommendation may be modified on a case-by-case basis by the LEARN Chief Executive Officer or designee.
- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the LEARN Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

For Chicago Campuses - Review of Final Expulsion Decision By CPS

- All cases where the LEARN Board approves a request for expulsion are submitted for review by the CPS Department of Student Adjudication.
- All final expulsion determinations will be sent to CPS by the LEARN CEO or designee within five (5) days of a LEARN Board decision. That decision will be reviewed to determine the student's enrollment.
- Parents may contact the CPS Department of Student Adjudication with questions about the expulsion hearing process and may request support. The CPS Department of Student Adjudication can be contacted at 773-553-2249, studentadjudication@cps.edu.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.
- For students attending the Safe Schools Alternative Program, a transition meeting, including the students, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment. All invitees are encouraged to attend but not required.

POLICE NOTIFICATION GUIDELINES

School administrators contact the local Police Department in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to the Police

Department. In this situation, school officials contact PD to report violations of the law. School officials must not contact PD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting PD.

Sexual Misconduct

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, local police department (CPD) must be contacted. When made aware of an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, the CSO (or designee) must be informed. If the act involves a staff member, the CTO should also be informed. (For Chicago campuses - the LEARN CEO or designee (i.e. CSO, DSS, principal) will contact the Office of Student Protections and Title IX at (773) 535-4400 to assist in assessing whether police notification is needed.) DCFS mandatory reporter obligations are separate from reporting to police department and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact the local police department to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD/PD must be notified.
- Whether the student was in possession of a firearm. If so, CPD/PD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student’s conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and
- The student’s age. For a student in fifth (5th) grade or below, the LEARN CEO or designee must consult with counsel prior to reporting the act to PD/CPD.

Once school staff members contact the local police department/CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student’s behavior.

Possible Violations of Criminal Law

*Consider factors above prior to notifying local police department:

- Gambling (3-2)
- Forgery (3-7)
- 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 (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than \$500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than \$150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all vaporizer devices that contain substances for the purposes of intoxication or any unknown substances) or use of any other substance for the purpose of intoxication in or before school or a school-related function. (4-14)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)

Violations of Criminal Law

*Consider factors above prior to notifying local police department:

- Knowingly or intentionally using the LEARN network or information technology devices to spread viruses to the LEARN network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than \$150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (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)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the LEARN network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the LEARN network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” or such substances, contraband, or any other substance used for the purpose of intoxication (6-6)

- Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than \$1,000 (6-12)

Student behaviors covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are inappropriate.
- Group 2 lists behaviors that disrupt.
- Group 3 lists behaviors that seriously disrupt.
- Group 4 lists behaviors that very seriously disrupt.
- Group 5 lists behaviors that most seriously disrupt.
- Group 6 lists behaviors that are illegal and most seriously disrupt.

SPECIAL NOTES ON APPLICATION OF STUDENT CODE OF CONDUCT

Student Code of Conduct and School Rules and Academic Progress

Poor academic achievement is not an inappropriate behavior. Neither the Student Code of Conduct SCC nor other LEARN rules will be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve.

No Disciplinary Action for Failure to Consent to Administration of Medication

Students will not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Network Privileges and Access

As discussed in Section VI of this Handbook, students are subject to the requirements in the Policy on Student Acceptable Use. A principal may request that a student's access or privileges to the LEARN network be temporarily restricted, in whole or in part, as a result of SCC violations that create an unsafe learning environment or if they prevent other students from accessing their learning. These restrictions to the LEARN network will not be indefinite and should be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

SCC and Other Laws, Policies, Rules, and Contract

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with applicable provisions of the Illinois School Code, relevant and applicable Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

{**Chicago** - As a CPS charter school, LEARN is exempt from local school board policies under Illinois law (105 ILCS 5/27A). LEARN has chosen to adopt relevant portions of the CPS SCC. LEARN is not exempt from

applicable federal and state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. LEARN has incorporated language from and complies with the guidelines for suspension and expulsion of students with disabilities/ SCC and Other Laws, Policies, Rules, and Contracts)

LEARN will also comply with policies and procedures established by IDEA and ISBE (and for Chicago - the Office of Diverse Learner Supports and Services) for the discipline of students with disabilities. (Chicago Students expelled from LEARN should contact the Department of Student Adjudication at (773) 553-2249 for assistance.)

Corporal punishment is expressly prohibited. No employee of LEARN Charter School Network may inflict corporal punishment of any kind upon persons attending a LEARN Charter School.

GROUP 1 – Inappropriate Behaviors

INAPPROPRIATE BEHAVIOR

Running and/or making excessive noise in the hall or building

Leaving the classroom without permission

Engaging in any behavior that is disruptive to the orderly process of classroom instruction

Loitering, or occupying an unauthorized place in the school or on school grounds

Failing to attend class without a valid excuse

Persistent tardiness to school or class (3 or more incidents per semester)

Use of the LEARN network for the purpose of accessing non-educational materials, such as games and other inappropriate materials¹

Unauthorized use or possession of cellular telephones or other technology devices

AVAILABLE INTERVENTIONS AND CONSEQUENCES

- 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 (See Guidelines for Effective Discipline)
-
- Detention – lunch, before school, after school, or Saturday

¹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once

appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

GROUP 2 – Disruptive Behaviors

DISRUPTIVE BEHAVIOR

2-1 Posting or distributing unauthorized written materials on school grounds

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 physical actions

2-5 Failing to abide by school rules and regulations not otherwise listed in the Student Code of Conduct

2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures

2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances

2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities

2-9 Failing to provide proper identification

AVAILABLE INTERVENTIONS AND CONSEQUENCES

- 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 (See Guidelines for Effective Discipline)
- Detention – lunch, before school, after school, or Saturday

2-10 Unauthorized use of school parking lots or other areas

2-11 Use of the LEARN network for the purposes of distributing or downloading non-educational material²

GROUP 3 – Seriously Disruptive Behaviors

SERIOUSLY DISRUPTIVE BEHAVIOR

3-1 Disruptive behavior on the school bus¹

**3-2 Gambling – participating in games of chance or skill for money or things of value

3-3 Fighting² – physical contact between two people with intent to harm, but no injuries result

3-4 Profane, obscene, indecent, and immoral or seriously offensive language and 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 disability³

3-5 Second or more documented violation of a Group 1 or 2 behavior category⁴

AVAILABLE INTERVENTIONS AND CONSEQUENCES

- 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 (See Guidelines for Effective Discipline)
- Detention – lunch, before school, after school, or Saturday
- Skill-building in-school suspension up to three days

ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR

- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days

¹ In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by CEO or designee.

² It is not an act of misconduct to defend oneself as provided by the law.

³ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

⁴ For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school

3-6 Any behavior not otherwise listed in Groups 1 through 3 of this Student Code of Conduct that seriously disrupts the educational process

3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document

3-8 Plagiarizing, cheating, and/or copying the work of another student or other source

3-9 Overt display of gang affiliation⁵

3-10 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Anti-Bullying Policy for full definition before assigning an intervention or consequence)⁶

3-11 Use of cellular telephones or other information technology device to harass, incite

- Out-of-school and in-school suspensions assigned to repeated 3-06 behavior must be approved by the LEARN CEO 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.

suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

⁵ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which as an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g. recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the Student Code of Conduct may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

⁶ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature^{7 8}

3-12 Inappropriately wearing any JROTC or Military Academy Uniform or off school grounds

3-13 Use of the LEARN Network for a seriously disruptive purpose not otherwise listed in this Student Code of Conduct⁹

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

² Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

³ In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by CEO or designee.

⁴ It is not an act of misconduct to defend oneself as provided by the law.

⁵ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

⁶ For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time

⁷ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

⁸ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

⁹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

⁷ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which as an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g. recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the Student Code of Conduct may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

⁸ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

GROUP 4 – Very Seriously Disruptive Behaviors

VERY SERIOUSLY DISRUPTIVE BEHAVIOR

**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

**4-2 Extortion – obtaining money or information from another by coercion or intimidation

**4-3 Assault¹⁰ – an attempt or reasonable threat to inflict injury on 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

AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

- 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 (See Guidelines for Effective Discipline)
- Detention – lunch, before school, after school, or Saturday
- 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 4-9 behavior must be approved by the LEARN CEO 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.

¹⁰* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

An assault may be committed without actually touching, striking, or injuring the victim.

physical injury

****4-6 Fighting¹¹** – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury

****4-7 Theft** (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150

****4-8 Possession, use, sale, or distribution of fireworks**

4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process

4-10 Intentionally left blank

****4-11 Trespassing on LEARN property** – entering LEARN property when previously prohibited or remaining on school grounds after receiving a request to depart

¹¹ It is not an act of misconduct to defend oneself as provided by the law.

*4-12 Knowingly or intentionally using the LEARN network or information technology devices to spread viruses to the LEARN network¹²

4-13 Possession of any dangerous object as defined by this SCC, first documented behavior (see Reference Guide)¹³

**4-14 Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.¹⁴

4-15 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

¹² Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

¹³ Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

¹⁴ Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.

4-16 Voluntary sex acts that occur on LEARN property or during LEARN-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex¹⁵

⁹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

¹⁰ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

¹¹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

¹² An assault may be committed without actually touching, striking, or injuring the victim.

¹⁵ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

¹³ It is not an act of misconduct to defend oneself as provided by the law.

¹⁴ Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

GROUP 5 – Most Seriously Disruptive Behaviors

MOST SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE 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 – assault¹⁶ with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel

*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 (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150

**5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence.¹⁷

- 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 (See Guidelines for Effective Discipline)
- Detention – lunch, before school, after school, or Saturday
- Request for assignment to an intervention program by the CEO or designee
- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring

¹⁶* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking, or injuring the victim.

¹⁷ Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical, and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness.

Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.¹⁸

5-5 [this code intentionally left blank]

*5-6 Gang activity or overt displays of gang affiliation¹⁹

**5-7 Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through and device or medium without permission of persons represented²⁰

*5-8 Engaging in or attempting any illegal behavior which interferes with the school's

relationships, and addressing student needs.

- 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.
- Out-of-school or in-school suspensions assigned to 5-8 behavior must be approved by the LEARN CEO or designee.
- The principal may request an expulsion hearing at his/ her discretion
- For behaviors involving the improper use of the LEARN network or information technology

¹⁸ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

¹⁹ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

²⁰ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

educational process

devices, revocation of network privileges for up to two years

*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, 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 environment²¹

*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified

5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC

*5-12 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.²²

5-13 [this code intentionally left blank]

*5-14 Use of any computer, including social networking websites, or use of any

²¹ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²² It is not an act of misconduct to defend oneself as provided by the law.

information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the LEARN network to access student records or other unauthorized information, or to otherwise circumvent the information security system^{23 24}

*5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel

5-16 [this code intentionally left blank]

5-17 [this code intentionally left blank]

5-18 [this code intentionally left blank]

*5-19 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

²³ A student may be disciplined for circumventing the information security system regardless of the student's intent. Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

²⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

¹⁵ Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

¹⁶ Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.

¹⁷ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

¹⁸ An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking, or injuring the victim.

¹⁹ Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical, and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness.

²⁰ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²¹ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

²² Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²³ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²⁴ It is not an act of misconduct to defend oneself as provided by the law.

[this code intentionally left blank]

[this code intentionally left blank]

[this code intentionally left blank]

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

GROUP 6 – Illegal and Most Seriously Disruptive Behaviors

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

*6-1 Use, possession, and/or concealment of a firearm²⁵/destructive device or other weapon²⁶ or “look-alikes” of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm

*6-2 Intentionally causing or attempting to cause all or a portion of the LEARN network to become

- 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 (See Guidelines for Effective Discipline)

²⁵* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

²⁶ Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

inoperable^{27 28}

*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others

*6-4 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

*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force

*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes”²⁹ of such substances, contraband,³⁰ or any other substance used for the purpose of intoxication³¹

*6-7 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome oral, anal or

- Detention – lunch, before school, after school, or Saturday
- Request for assignment to an intervention program by the CEO or designee
- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to five days.³³ A student may be suspended for up to ten days with written justification submitted for approval in the District student information system. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.
- 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

²⁷ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

²⁸ Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

²⁹ “Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

³⁰ Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

³¹ It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics, or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

³³ Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student’s age/grade level, or for other good cause as determined by the principal or designee.

vaginal penetration. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily³²

*6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery

*6-9 Murder – killing an individual without legal justification

*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder

*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine

*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000

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.

- Out-of-school or in-school suspensions assigned to 5-8 behavior must be approved by the LEARN CEO or designee.
- For students in sixth through eighth grades, or for any student violating section 6-1, automatic referral to Student Adjudication Review
- The principal may request an expulsion hearing at his/ her discretion
- For behaviors involving the improper use of the LEARN network or information technology devices, revocation of network privileges indefinitely

²⁵ A student may be disciplined for circumventing the information security system regardless of the student's intent.

³² Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

²⁶ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

²⁷ The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

²⁸ Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

²⁹ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

³⁰ Students may be temporarily suspended from some or all LEARN network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. LEARN network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

³¹ “Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

³² Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

³⁵ Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student’s age/grade level, or for other good cause as determined by the principal or designee.

³³ It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics, or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

³⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

PARENT/GUARDIAN ACKNOWLEDGEMENT

I have read the 2026-2027 Parent and Student Handbook and have shared it and/or explained it to my child. We agree to comply with these policies and all of the policies mandated by LEARN Charter School.

Student Printed Name(s) _____

Student Signature(s) _____

Parent/Guardian _____
Printed Name(s)

Parent/Guardian Signature(s) _____

Date of Acknowledgement _____

