



CHICAGO
VIRTUAL CHARTER SCHOOLSM

powered by K¹²

Learning Coach Handbook

K8 Edition

2017-2018

12th Edition

CHICAGO VIRTUAL CHARTER SCHOOL

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2017-2018 CVCS Important Dates

<p>September 5, 2017 First Day of School</p> <p>September 2017 ELL Pre-Screening</p> <p>September 11-22, 2017 Fall DRA Testing: Grades K-2</p> <p>October 9, 2017 Columbus Day <i>Observed (No School)</i></p> <p>October 30- November 2, 2016 Qtr. 1 E-Portfolio Due (K-5 Only)</p> <p>November 2, 2017 End of First Quarter</p> <p>November 6-9, 2017 Progress Report Distribution</p> <p>November 20-21, 2017 No Class at the Learning Center* 1st Quarter CVCS Teacher Conferences</p> <p>November 22-24, 2017 Thanksgiving Break (No School)</p> <p>December 2 – January 27, 2018 HS Selective Enrollment Exams (8th Grade only)*</p> <p>December 8, 2017 Selective Enrollment Applications Due to K8 Academic Admin (8th Grade only)</p> <p>December 22, 2017 Internet Service Provider Reimbursement Form #1 Due</p> <p>December 25 – January 5, 2017 Winter Break (No School)</p>	<p>January 8, 2018 Classes Resume</p> <p>January 15, 2018 Martin Luther King Jr. <i>Observed (No School)</i></p> <p>January 16-18, 2018 Winter DRA Testing: Grades K-2 Winter NWEA Testing (Select Students)</p> <p>January 16 – February 16, 2018 ELL ACCESS Testing</p> <p>January 29 – February 1, 2018 Qtr. 2 E-Portfolio Due (K-5 Only)</p> <p>February 1, 2018 End of Second Quarter / First Semester</p> <p>February 19, 2018 President’s Day <i>Observed (No School)</i></p> <p>March TBD- May TBD, 2018 PARCC Testing <i>*At time of print this window was not finalized by ISBE and CPS. More details will be provided as soon as it is released.</i></p> <p>March 26-30, 2018 Spring Break (No School)</p> <p>April 9-12, 2018 Qtr. 3 E-Portfolio Due (K-5 Only)</p> <p>April 12, 2018 End of Third Quarter</p> <p>April 16-20, 2018 Progress Report Distribution</p> <p>May 14 – June 8, 2018 Spring NWEA Testing (2-8 Only)</p>	<p>May 14-25, 2018 Spring DRA Testing: Grades K-2</p> <p>May 28, 2018 Memorial Day <i>Observed (No School)</i></p> <p>June 1, 2018 Internet Service Provider Reimbursement Forms are due for 2nd Semester</p> <p>June 2, 2018 CPS Algebra Exit Exam</p> <p>June 4-7, 2018 Qtr. 4 E-Portfolio Due (K-5 Only)</p> <p>June 4-8, 2018 Last week for classes at the Learning Center and on Class Connect; continue working online until the last day of school</p> <p>June 14, 2018 8th Grade Graduation Semester 2 Awards Ceremony</p> <p>June 18, 2018 End of Fourth Quarter / Second Semester Last Day of School</p> <p>* While we do our best to create a calendar before the school year to support our students and families, the CVCS 2017-2018 School Calendar is subject to change throughout the year. Parents, Learning Coaches, and/or students will continue to receive notifications of major events and deadlines. It is important to check electronic communication for messages from CVCS teachers and staff, as well as reviewing the school calendar on the school website for any updates.</p>
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Introduction

Welcome!

Chicago Virtual Charter School (CVCS) is a highly effective public charter school that provides an individualized standards-based education for students throughout the City of Chicago. Our team of hard working, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on the Common Core State Standards and a rigorous curriculum. We believe that parents are integral in students' acquisition of knowledge. We work to strengthen family engagement, promote character, and provide skill mastery through the use of online classrooms, on-site instruction, and our curriculum.

CVCS is an innovative public school option available for up to 680 students across the City of Chicago in kindergarten through twelfth grade. We offer a hybrid instructional delivery model through the partnership of parents and students with state-certified CVCS teachers to guide and track their progress through the curriculum. There are regular, face-to-face meetings as well. Once a week, students attend the CVCS facility to receive face-to-face instruction, socialize with other students, and receive the support needed to work through any learning issues.

Online public schools – sometimes also called distance learning programs, or virtual education – are growing rapidly across the country, and indeed the world. Every year, more and more states, school districts, and schools are embracing distance education programs that use the power of the Internet and technology to deliver instruction to students in new ways. These programs come in many forms, using different models. Some of these programs are full-time schools, while others are supplemental programs. However, the goal of all is the same: providing access to education programs that give parents and students more options.

CVCS is a public charter school that is funded by State and Federal tax dollars. The School's Board of Directors is the governing body of school. Our Board of Directors is comprised of parents and community members who are passionate about providing additional educational options to the students of Chicago. The Board of Directors has entered into a management contract with K12 Inc., a Virginia-based education curriculum and management company.

Our School office is in Chicago, IL and our administrative team works from this office.

Thank you for choosing CVCS! We hope you agree that you have a great contribution to make to your student's success. We hope that you will find your participating partnership with the CVCS staff a rewarding experience for your student as well as yourself as a Learning Coach. We look forward to working together to create a truly successful educational environment for the children we serve. We also want you to feel that your time with CVCS will be one that is mutually beneficial and gratifying.

This handbook outlines the day-to-day policies and procedures of the Chicago Virtual Charter School. The information contained in this handbook is vital information to help students and Learning Coaches succeed. Because this handbook is so important to students' success, CVCS requires that all Learning Coaches and parents read through this handbook and become familiar with its contents. The handbook will be reviewed at the Cardinal Spotlight, through parent trainings, and any additional questions can be answered throughout the subsequent sections of this handbook or by contacting your homeroom CVCS teacher/advisor.

Use the "Table of Contents" page to help navigate this handbook quickly and effectively. Please refer to the Appendix for important forms that need to be reviewed, signed, and returned to the school. After reviewing the handbook, the "I Understand and Agree" Statement in the Appendix needs to be signed by the parent and/or Learning Coach within the first week of school. Turn hard copies of this form into the Main Office located next to the main entrance or E-Mail a digitally signed copy to your homeroom CVCS teacher/advisor. Failure to turn in forms does not excuse the family/student from adhering to the information in this handbook.

Mission Statement

It is the mission of Chicago Virtual Charter School to empower every student to flourish as an individual and citizen in

a diverse, global society.

Vision Statement

Every student will graduate and be college ready with the ability to pursue any post-secondary options (i.e. college, military, trade school, etc.)

What is the Chicago Virtual Charter School?

Chicago Virtual Charter School (CVCS) is a public charter school under the Renaissance 2010 Project of the Chicago Public Schools. This program is a special project of former Mayor Richard M. Daley. More information about the Renaissance 2010 Project can be found online at: <http://www.ren2010.cps.k12.il.us/>. Our school website is <http://cvcs.k12.com/> and includes more information about our school.

CVCS is a public school that is subject to the rules and regulations of the Illinois State Board of Education, Chicago Public Schools, and the Illinois Charter School statute. K12 has been supporting charter schools across the country for over 15 years, achieving significant results for students and families who have taken advantage of these opportunities. Both the curriculum and the management services come from K12, Inc.

CVCS is K12's first blended model of both online and face-to-face instruction. Using K12's award-winning curriculum, CVCS is able to provide a foundational education for all students' future endeavors which is delivered through the OLS (Online School) and D2L (Desire to Learn) platforms. For more information on the company or the curriculum offerings, visit the K12 website at www.k12.com.

Profile of a CVCS Graduate

- **Aesthetic:** A CVCS middle school graduate will appreciate the creative expression of others and develop his/her own areas of creativity.
- **Communication Skills:** A CVCS middle school graduate will be able to communicate effectively through a variety of media to a variety of audiences.
- **Holistic Healthy Lifestyle:** A CVCS middle school graduate will be able to cultivate a holistic, healthy lifestyle.
- **Information:** A CVCS middle school graduate will be able to locate, evaluate and analyze the veracity of information from a variety of sources.
- **Interpersonal/Collaborative Skills:** A CVCS middle school graduate will have developed interpersonal skills necessary for effective teamwork.
- **Life-Long Learners:** A CVCS middle school graduate will be able to demonstrate the knowledge, skills, attitudes and values necessary for lifelong learning.
- **Performance Standards:** A CVCS middle school graduate will be able to demonstrate that he/she has met required performance standards.
- **Problem Solving:** A CVCS middle school graduate will be able to analyze a situation, evaluate different responses and design multiple valid solutions.
- **Self-Awareness:** A CVCS middle school graduate will have discovered and value his/her unique and authentic self, acknowledge his/her potential and assume responsibility for his/her personal development.
- **Technology:** A CVCS middle school graduate will be able to use technology effectively to access, organize and communicate information.
- **Think Critically:** A CVCS middle school graduate will have begun to develop a discerning intellect, which will manifest itself in the ability to think critically.
- **Values:** A CVCS middle school graduate will be able to continue to appreciate diversity, respect human rights and care for Earth.

CVCS Board of Directors

CVCS is governed by a board of dedicated volunteers. The Board determines policy for the school and upholds the mission and vision of the school. Each member of the board has fiduciary duty for Chicago Virtual Charter School, in addition to providing governance. They serve to support the CVCS families and CVCS staff. Biographies of all Board

Members are available on the CVCS website. The board is operated under a charter agreement with Chicago Public Schools. A copy of this agreement and by-laws may be obtained from the CVCS front office.

The Board meets monthly. CVCS families are welcome to attend the meetings. Board members' names, their profiles, future meeting dates, agendas, and approved minutes are available on the CVCS website at <http://cvcs.k12.com/>. You can contact Board members at board@chicagovcs.org.

The CVCS Team

CVCS is composed of skilled, dedicated, and motivated administrators, CVCS teachers, and CVCS staff members. All CVCS teachers are highly qualified Illinois state-licensed CVCS teachers. As a team, CVCS staff members work for the Board of Directors to empower students to flourish by providing effective and data-driven instruction to support students and Learning Coaches. CVCS also works closely with Chicago Public Schools (CPS), K12, The Illinois Network of Charter Schools, and other organizations.

Administrative Team

The CVCS management staff handles the day-to-day management of Chicago Virtual Charter School. Administration is always available to answer questions and help guide parents and/or Learning Coaches and students. The administrative team is dedicated to the growth and success of all of our families and students. If you wish to contact an administrator, please stop by the school, call the Main Office, or send an e-mail directly to the administrator to set up a time to meet.

Title	Staff Name	Responsibilities
Head of School	Dr. Richard Lebrón	Oversees all academics, operations, and budget of the school.
K-8 Principal	Erik Toman, M. Ed	Manages the day-to-day academics of the K-8 students, all academic programs and offerings. Oversees the teaching and learning in the K-8 school. Also, provides support to CVCS teachers with training and professional development.
HS Principal	Crystal Battin, M. Ed	Manages the day-to-day academics of the high school students, all academic programs and offerings. Oversees the teaching and learning in the high school. Also, provides support to CVCS teachers with training and professional development.
Operations Manager	Valerie Ruiz	Manages daily operations of the school. Oversees the entire enrollment process and supports school with marketing events and Information Sessions.
Learning Coach Resource and Support Teacher	Angela Tucker	Oversees on-boarding of new families, organizes Learning Coach support and workshops to help Learning Coaches become more effective.
Operations Assistant	David Leon	Oversees enrollment, attendance, student files, student withdraw.

Supportive CVCS Teachers and Staff

CVCS is proud to have a very strong team made up of a growing group of professionals, including:

- Illinois state-licensed teachers, with endorsements in various content areas
- Special Education team, including certified CVCS teachers, CVCS paraprofessionals, and a CVCS case manager
- Kindergarten to 12th grade school counselor – provides a variety of programs and services to help students achieve success in school, such as counseling and crisis intervention, and support for the transition to High School and College

- Family Support Liaison - provides a range of services to students and their families to build capacity within families to assist in their student's education at the school. The goal is to provide support for students academically at-risk and to collaborate with CVCS teachers and parents to ensure student academic achievement and successful completion of school (or grade level standards).
- Enrollment and operations team – individuals who support the families on issues dealing with enrollment, internet reimbursement, attendance, etc.

General School Procedures and Expectations

School procedures are an important part of any school because they help set the tone for the entire school year. School procedures also provide parents and students with an understanding of how the school functions and what is required to have a successful year at CVCS. Parents and Learning Coaches are expected to read the following important school basics and procedures carefully to better understand the expectations of attending the Chicago Virtual Charter School. Please contact your CVCS teacher if you have any additional questions about the topics below.

Learning Coach Program

Blended learning is an exciting, cutting edge type of education. It is vastly different from a traditional brick-and-mortar education, and one of the ways it differs is that success in a blended program requires more knowledge, more time, and more dedication from the adult we call the Learning Coach. To help Learning Coaches be both more effective and efficient, CVCS offers a robust Learning Coach Program led by the Learning Coach Resource and Support Coordinator. The Learning Coach Resource and Support Coordinator provides information, teaching strategies, guidance, and support to assist Coaches in working with their student(s).

Learning Coaches can participate in the following. Detailed explanations will be provided by the CVCS Learning Coach Resource and Support Coordinator:

- K12 Learning Coach University Workshop Sessions @ cvcs.k12start.com
- CVCS Online Mentoring Office Hours
- cvcs.k12start.com
- Growth Mindset Classes
- Academic Learning Coach Workshops
- Cardinal Spotlight

All Learning Coaches are encouraged to take advantage of these program offerings, as these program offerings have been specially designed with the success of each Learning Coach in mind.

The Importance of an Active Learning Coach

In speaking with Learning Coaches who have struggling students, what we have found is that most are not checking their students' grades regularly, discussing concerns with them, coming up with plans to address the problems, contacting CVCS, or encouraging their students to contact CVCS when they need help. When they start doing these things, grades tend to improve greatly. There is nothing more important to student achievement than an active and involved learning coach. And, of course, this is even truer with virtual school.

CVCS Learning Coach Role

Learning Coach Position is a voluntary non-paid position within the CVCS Organizational Chart. The learning coach is an integral part of the CVCS instructional model, delivering important instructional assistance and support to students. Learning coaches are volunteers who are part of the CVCS human resource system.

Learning Coach Relationship to Licensed Educators

As CVCS Board-approved volunteers, learning coaches work under the direction and supervision of licensed professional educators, who plan, implement, and assess student learning. Teachers are instructional decision makers who design instruction aligned with the Illinois Learning standards and PARCC. This instructional decision-making translates into daily lessons plans that facilitate student learning.

Learning Coach Role:

Learning coaches are instructional implementers, whose primary task is to assist in facilitating teacher directed learning and to support students in accomplishing daily assignments in all areas of the CVCS curriculum. The role of coaching involves the following: accepting direction and supervision from licensed teachers, supervising and monitoring instructional activities; facilitating the implementing teacher lesson plans; supporting students by reinforcing on-task performance and completion of assignments, responding to student inquiries, assisting students in understanding the assigned tasks; providing social-emotional support when students experience confusion or frustration, and collecting students' performance data to be assessed by the supervising teacher. Learning coaches are expected to work in collaboration with licensed teachers, apprising them of problems or concerns regarding student learning.

Before the School Year Starts

What You Need to Know

Top Ten Ways To Be a Successful Learning Coach

- Log attendance daily.
- Know what your student is learning about in each subject and relate to it daily.
- Utilize the Learning Coach Resource and Support Liaison who supports parents.
- Use the Gradebook in each class to check submitted assignments and minutes spent in the coursework.
- Be an involved learning coach.
- Encourage student participation in a variety of activities – Learning Center events, community, learning service projects, etc.
- Network with other Learning Coaches in the Parent Room and through the school directory.
- Know your student's Class Connect schedule and give reminders.
- Communicate with your student's CVCS teachers early and often! Via school e-mail is preferred.
- Set goals and hold your student accountable for meeting them.



Need help with any of the above? Contact your student's homeroom CVCS teacher or the Learning Coach Resource and Support liaison. Each member of the CVCS staff knows that your role as a Learning Coach is not an easy one, but you don't have to do it alone. We are here for you and will help you help your students be as successful as they can be.

Learning Coach Commitment

Even though students can sometimes work independently, CVCS requires students work closely with an adult who will assume the role of the "Learning Coach" to oversee the progress of their coursework and attendance at Class Connect sessions with their content area CVCS teachers. CVCS students should never be left home alone and requires a committed Learning Coach to support them with their school work throughout the day. Students shouldn't assume other roles in the house during school hours.

CVCS functions well as a school only if there is a partnership between the student, parent/Learning Coach, and CVCS teacher. Without an active Learning Coach, students will be challenged to find success in this school, for our school is designed to be a partnership between families and CVCS teachers. The majority of the coursework happens outside of the school building, therefore making it extremely difficult for a student to be successful in this model without an active learning coach. The learning coach is required to ensure students are completing their coursework as instructed and assigned by their content CVCS teachers and making sure students ask for help when it is needed. Learning Coaches should check their students' progress daily, where Learning Coaches can find definitive answers to the question, "What did you do in school today?" It is extremely important students have an active Learning Coach who is involved in tracking their academic progress while working with their CVCS teacher(s).

Learning Coach Expectations:

Expectations for Success

- Set up your OLS account
- Check email daily and respond to messages within 24 hours
- Log attendance daily
- Take advantage of school's resources
- Get acclimated with Class Connect and ensure your students attend their sessions
- Establish a daily schedule and routine
- Set up an effective learning space or environment for your student(s) to work
- Set up time to participate in Learning Coach support sessions at school or online
- Participate in Mentor Program and begin working towards earning your Learning Coach University credit
- Create monthly filing system for E-portfolios and submit them on the date they are due
- Check School E-Mail

In our virtual community, we rely heavily on our email communication. Access your School Email through your personal email account to communicate with your CVCS teacher(s) and other CVCS staff. While many things will be reviewed and discussed in the Learning Coach workshops at the Learning Center, we cannot rely solely on these sessions for sharing all important information. Learning Coaches and students should check their email at various times throughout each day, as this will be the way CVCS teachers communicate important messages and reminders. It is imperative that parents keep an updated email address on file with the school. It is expected and understood that you are receiving all email communications through your personal email account.

Students will access their school email through O365. Each student will be given an email account through Office 365.

Communication and Getting Support

Communication is a key element to the success of the students attending the Chicago Virtual Charter School. CVCS proudly develops a partnership between parents and/or Learning Coaches, CVCS teachers, and students. It requires an effort by all three parties in order to make the learning experience successful for students at CVCS. CVCS teachers should be the first point of contact for the Learning Coach, students, and parents. They will assist parents with academic issues that arise and any other questions to support you and your student's needs.

CVCS Teachers

The primary partner for all of our parents and Learning Coaches are CVCS teachers. CVCS has hired highly qualified state-licensed CVCS teachers to support you in this journey. These individuals are your first point of contact throughout the school year. Any CVCS teacher who spends time with a student can be considered a resource for your questions, concerns and ideas. If you have questions your homeroom CVCS teacher cannot answer, please reference the Important Contact List found in the Appendix. In addition, the HS Principal will always be there for support if a student, parent/learning coach feels as though they aren't receiving the necessary support elsewhere.

Your child's homeroom CVCS teacher will schedule a conference call with you as needed to discuss progress, answer questions, and resolve issues. In addition, s/he is available via phone and through School E-mail to discuss any matters. You should feel free to contact your CVCS teacher whenever you have a question. At CVCS, we strive to respond to Learning Coaches within 24 business hours. If you believe your question has not been resolved by the CVCS teacher, your next point of contact is the Principal.

Contact Information

Keeping contact information current and up to date is essential for the school to be able to communicate quickly and reliably with families. The school sends materials to students, report cards, test scores, and sometimes letters to families' home addresses. Therefore, it is extremely important the school has the most current address on file at the main office. If your address, telephone number, or email address change, it is imperative you notify your CVCS homeroom teacher of these changes as soon as possible so s/he can assist you with the appropriate process to update your contact information. In the event your home address changes, please make an appointment to meet with the Operations Assistant and bring in an updated proof of residency, which can be verified with a utility bill

(light, water or gas), mortgage/rent statement, stamped USPS change of address form, medical card with current address, paycheck stub, vehicle insurance card, state-issued driver's license or id, or voter registration card. To change your phone number and/or email address, you can make the changes in your OLS account by clicking on the "My Account" link on the homepage within your OLS account. Since school email is delivered to your personal email account it is imperative we have your correct information.

Elementary and Middle School Programs

Differentiation for all students

All students perform differently in school and it is the job of the CVCS teachers and the parent to work together to find the best approach in order to ensure academic success. Even though five hours of daily work on OLS & D2L courses, Class Connect instruction, and Learning Center class is the minimum, some students might need to dedicate more than the five hours. Since it is the goal of the school and the parent for the child to reach his/her academic potential, particular supports are put into place in addition to the curriculum. Students who may need more time to process the learning objectives or mastering a skill will be required to attend additional academic support sessions, Response to Intervention (RtI) sessions, and/or Special Education sessions. These sessions are required and attendance of these sessions will follow the attendance requirements previously outlined. Student's academic needs are identified by the CVCS teacher through standardized testing results, OLS progress, internal diagnostic results, classroom work, and parental input. As a school we want the students to be on grade level or beyond.

Students who are part of the Advanced Learner Program (ALP), Academic Support Program (ASP), and/or receiving Special Education (Special Education) or English Language Learner (ELL) services, will have their parent/Learning Coach contacted by the particular coordinator who will provide a more detailed description of the program, course requirements, and the program outline.

OLS Lessons (K-5 Only)

Daily lesson completion in the Online School (OLS) is mandatory for all K-8 students enrolled in the school. The K-8 curriculum is "mastery based," which requires students to earn at least an 80% or higher on all lesson assessments in order to complete a lesson. K-8 Learning Coaches have the responsibility of marking lessons "Complete" and entering lesson and assessment results into the OLS on a daily basis. Students who receive less than 80% on a lesson or unit need to review the concepts before retaking any assessment. Students cannot move forward in a course curriculum until they score at least 80% on an assessment because academic success depends on building upon a strong academic foundation of skills.

Using the assessment means described above, CVCS student academic "progress" can be defined as follows:

- Lessons completed in the OLS and mastered with a score of at least 80% on assessment tests; and
- Throughout the year, CVCS teachers will be administering assessments on OLS objectives. Failure to score 80% on these assessments will require CVCS teachers to add those units and lessons back on the student's OLS plan. Such action will affect the student's OLS progress. Students will have another opportunity in the year to demonstrate mastery on those objectives; if the student passes with an 80% the CVCS teacher will reflect the mastery by marking the unit complete
- Successfully completing and mastering of OLS lessons in all course subjects – math, language arts/literature/spelling/phonics, science and history – each month during the school year.

To set up a Learning Coach or Student account for the OLS, refer to the CVCS.k12start.com website or contact the Learning Coach Resource Coordinator.

Moby Max

Data driven instruction does not mean teaching to the test. It is a method of using information to make decisions about what your student learns at CVCS. We recognize our students as individuals with their own learning paths and needs.

This year, we will utilize Moby Max to further enhance the our curriculum. Select students will take a quarterly benchmark assessment within Moby Max to determine strengths and weaknesses. From this information, CVCS

teachers will determine if additional instruction is needed in particular areas and will supplement our curriculum with MobyMax to provide a more individualized learning opportunity. Time spent on MobyMax will count toward the OLS progress to avoid “doubling up” on required work.

Unlike past programs, MobyMax allows CVCS teachers to have real time information based on the students’ level, not the grade level. This paired with grade level curriculum from K12 will ensure that your student is receiving maximized instruction. “MobyMax is for all students. Moby’s adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need (“Learn Twice As Fast”).”

Virtual Testing Expectations

Most students require complete quiet in order to concentrate and do their best work. It is the learning coach’s job to ensure that the student’s testing and working environment is free from distractions. Please do NOT help your child, especially when students are taking virtual assessments. Whether it is an OLS assessment, quiz/test assigned by their CVCS teacher, or a Study Island assessment, it is important that students work independently. Our purpose for most of the tests we ask students to take at home is to give CVCS teachers information on which concepts students have mastered or have yet to learn and to learn more about each student’s strengths and weaknesses. This information helps CVCS teachers create lessons that are responsive to each student’s individual needs. In most cases, there is no penalty for a low score on one of these tests. If a parent or sibling helps a student with his/her test, it gives CVCS teachers a false sense of what the student knows and that student may not get the instruction he/she needs. If your student struggles with a test, let them finish it on their own and afterward you can contact your CVCS homeroom teacher to discuss concerns you might have about your student and/or the test.

Advance Learner Program (ALP)

Students who demonstrate an advanced ability in ELA and/or Math may be recommended by their CVCS teacher to participate in the ALP program. Students must meet particular requirements to be considered for the program:

1. Score a minimum of: 80th percentile in Reading and 70th percentile in Math on the NWEA assessment;
2. be in grade level courses within the OLS;
3. Family engagement level is rated at a minimum of Average; and
4. Current grade average is a ‘B’ or higher; and

CVCS teachers make recommendations in January for the second semester and May for the following school year. Parents who are interested in having their child part of the program must contact their child’s CVCS homeroom teacher. If students meet the entry requirements and there is space in the program, then an acceptance email message is sent to the student and Learning Coach.

If parents are interested to learn more about the program, a program handbook is located on the cvcs.k12.start.com website. The K8 Principal may be contacted to answer any additional questions.

Special Education Program (SpEd)

Students who have a 504 or IEP will be supported at the Learning Center and/or Class Connect. The formal documentation (504/IEP) indicates precisely the type of support the student will receive at the school. Parents who have questions about the SpEd program or need more information about 504s and IEPs will need to reach out to the K8 Case Manager.

English Language Learner Program (ELL)

All students must complete a Home Language Survey upon enrolling. Information from the survey will indicate if the student qualifies for ELL support. If the student qualifies for ELL support, then the CVCS ELL teacher will notify the Learning Coach/Parent of the support services that will be provided and the additional assessments that will be administered during academic year.

Academic Support Program (ASP)

Students who score in a particular range on the NWEA and/or demonstrate academic struggles in class might be

placed in the ASP program. The program is developed to support the students in their OLS work, identify their academic deficiencies in order to develop an individualized plan, and provide additional instructional sessions at the Learning Center and Class Connect to address those deficiencies. The individualized plan developed by the ASP team is a REQUIRED plan that must be followed by the student and Learning Coach. If the REQUIRED plan is not followed, then a meeting with the Principal will be scheduled.

World Language

In grades Kindergarten to 8th grade, students will have the opportunity to take a World Language during the school year. In previous years only 3rd to 8th grade students could take advantage of this option, but the school will now be able to offer World Language to all students. Parents will need to complete a registration survey in order to access the non-teacher support course. Parents will be provided a link in order to register for a World Language course in October and January.

Students in grades K to 2nd will automatically receive elementary Spanish as part of the Foreign Language initiative set by the CVCS Board.

Response to Intervention

Response to Intervention (RtI) is the process by which CVCS teachers use to address specific student's academic and behavioral concerns. CVCS teachers, students and families are active participants in the process. Parents are notified throughout the process and provided guidance on how to appropriately assist in implementing the interventions. Through a three-tiered process, interventions are put into place to aid the child in becoming successful in their area of weakness. If the interventions do not positively affect the student or all parties do not see academic improvement, then further testing may be required to determine if Special Education (SpEd) services are needed. The process needs to be in place prior for further testing to occur by the SpEd team. It is the ultimate goal of the RtI process to identify the child's academic and/or behavioral concern and match the appropriate intervention.

CVCS teachers will work closely with the RtI team to find and implement appropriate scientifically researched interventions. The team will also work closely with the Learning Coach/parent to provide support in order ensure continual implementation of the intervention at home. Depending on the academic or behavioral issue, a specific action plan will be created to help guide all parties on their role in the intervention implementation and assist in tracking the effectiveness of the intervention. Within the plan, scheduled face-to-face and/or virtual direct instruction session lead by a CVCS teacher will be required and will follow the school's attendance policy.

If a parent has an academic or behavior concern for their child, they should first bring them to the CVCS teacher in order to commence the process. To better understand this process, please review the chart outlining the RtI process located on the school website or contact the Principal or the Special Education Case Manager for additional questions or a more detailed explanation about this process.

Monitoring Student Progress

K-5 parents (or a legal guardian) and/or Learning Coaches should regularly access information regarding their student's OLS course percentages through the OLS's progress screen and the student's academic status through the online gradebook, Jupiter. The OLS progress screen provides up-to-date percentages illustrating the academic standings for each student's individual courses. The online gradebook, Jupiter, provides current academic status of their child on assignments, assessments, mastery of standards, etc. In addition, Learning Coaches will be given their student's progress report at the end of the first and third quarters, and a report card at the end of each semester.

K-5:

Learning Coaches should refer to the CVCS teacher's syllabus to determine the appropriate pace of coursework and work with their CVCS teacher to ensure they are meeting progress expectations and mastery of standards. The chart, on pg. 14, is designed to help Learning Coaches and students stay on track to meet the outlined percentages for each subject every month.

Middle School parents (or a legal guardian) and/or Learning Coaches should regularly access information regarding

their student’s course percentages through the middle school platform (D2L) progress screen and the student’s academic status through the online gradebook. The D2L progress screen provides up-to-date percentages illustrating the academic standings for each student’s individual courses. The online gradebook, within each course, provides current academic status of their child on assignments, assessments, mastery of standards, etc. In addition, Learning Coaches will be given their student’s progress report at the end of the first and third quarters, and a report card at the end of each semester.

Students who are academically behind will be provided a plan to assist the Learning Coach and students on the skills they will need to work on, what schedule they should follow, and required Class Connect sessions the students must attend in order to get back on track. The plans are developed by the team (CVCS Teachers, Family Support Liaison, Principals, Parents and in some cases the students) and adjusted to meet the needs of each student.

CVCS recognizes that some students enrolled at the school have trouble working on and completing the lessons that constitute course curriculum. There can be a range of reasons students do not regularly engage in their course work. One of the school’s particular concerns is students who log in as attending the OLS, but then do not engage in working on course assignments for extended periods of time. For these students, who fail to make any progress toward course mastery or lesson completion, CVCS will implement interventions that are outlined in the Progress Policy.

E-Portfolios (K-5 Only)

Particular work will be required to be scanned and file shared with your child’s homeroom CVCS teacher on a quarterly basis, which will be part of your child(ren)’s e-portfolios. These samples are designed to validate the work students are doing virtually and may be used to determine student’s mastery of specific skills. CVCS teachers will provide in their class syllabus the e-portfolio schedule, what specific work to submit, expectations, and how to submit the work. E-portfolios count as participation in the student’s grade. Original work must be scanned and submitted since photocopies will not be accepted for a sample. Please check the calendar located on page 3 for specific dates on when e-portfolios are due.

Course Progress K-5 Only

Refer to the following chart to ensure your child is on track for course promotion at the end of the school year. This chart is only applicable if your child started at CVCS on or before the first day of school.

Monthly Progress Guideline %	<i>Progress percentage guidelines to help pace coursework throughout the year</i>							Year-End Promotion
	10/06/17	11/02/17	12/01/17	2/1/18	3/09/18	4/5/18	5/18/18	
Math, Language Skills, Language Arts, Phonics, Spelling, Literature								
On Track	11%	22%	33%	45%	56%	67%	78%	90%
History/Social Studies & Science								
On Track	9%	18%	27%	35%	44%	53%	62%	70%
Art								
On Track	6%	12%	18%	25%	31%	37%	43%	50%
Health								
K-6 th On Track	6%	12%	18%	25%	31%	37%	43%	50%

**Students who have an Action Plan must follow the progress chart within the plan.*

If your student begins the school year late or is working below grade level, your CVCS teacher will create a pacing plan to make sure the appropriate amount of the courses are completed on time and skills are properly mastered. The pacing guide will be emailed shortly after courses are assigned. Students that do start late or are working below grade level will need to work harder and more efficiently to meet the course and grade promotion requirements by the end of the school year.

Report Cards

Learning Coaches will receive a progress report at the 1st and 3rd quarter. Students will receive a report card at the end of 2nd and 4th quarter (semester mark). Learning Coaches can always see how their child is doing by checking the grading system, Jupiter, the Online School, and D2L.

Some of the items that a Learning Coach might see on Progress Reports and Semester Report Card is a student's overall mastery of Common Core standards mastered at their grade level in Math and Language Arts, whether a student is on-track or not based on their pacing guide, and e-portfolio submissions, to name a few. The following marks will appear on the semester report cards, for K-5 students, next to each standard for Math and Language Art/Literature, but a more detailed grading scale will be included in the CVCS teacher's syllabus:

Grade Level Standards	Rubric Scoring Guide	Percent Based	Letter Grade	Description of Achievement Level
Exceeds	4	90-100	A	Students who exceeds standards are able to do the following: <ul style="list-style-type: none"> • Demonstrates mastery at or above the 95% on appropriate standards • Able to verbally and in written form demonstrate mastery of standards Students who have an overall mastery level of
Proficient	3	80-89	A-/B-	Students who proficient with the standards are able to do the following: <ul style="list-style-type: none"> • Demonstrates mastery at or above the 80% on appropriate standards through OLS work, classroom assignments, assessments, etc. Students who have an overall mastery level of PROFICIENT have demonstrated mastery for at least 80% of the grade-level standards/skills covered in the year by the CVCS teacher.
Developing	2	60-79	C+/D-	Students are who developing in mastering standards are able to do the following: <ul style="list-style-type: none"> • Demonstrates mastery at or above the 60% on appropriate standards through OLS work, classroom assignments, assessments, etc. Students who have an overall mastery level of DEVELOPING have demonstrated understanding of at least 60% of the grade-level standards/skills covered in the year by the CVCS teacher.

Needs Improvement	1	Below 60	F	<p>Students who needs improvement in mastering standards are demonstrating the following:</p> <ul style="list-style-type: none"> • Achieve less than 60% on appropriate standards through OLS work, classroom assignments, assessments, etc. • Difficulties in be able to demonstrate understanding of the standard/skill through assignments, assessments, and/or discussion. <p>Students who have an overall mastery level of NEEDS IMPROVEMENT have demonstrated difficulty in understanding less than 60% of the grade-level standards/skills covered in the year by the C V C S teacher.</p> <p>*Students who have an overall level of mastery of NEEDS IMPROVEMENT might be in jeopardy of being retained. Your CVCS teacher will discuss additional academic plans and resources to assist the student.</p>
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*Students in Special Education and in the ASP program might have a modified scale depending on what is listed in their IEP or Action Plan.

Middle School Grades

Students in the middle school grades 6th through 8th will also receive letter grades for their semester report cards. Multiple measures will be used in determining grades for all subjects. The CVCS teachers' syllabi will outline specifically how the grades are calculated.

Students at Risk of Failing to Make Adequate Progress

Students Whose Work Indicates a Need for Supplemental Learning Resources

We want to utilize research-based learning and technology applications, combined with CVCS teacher/student/parent involvement to provide a new, innovative model of public charter school education adapted to the needs of elementary, middle and high school students. Some students, for reasons as varied as the pupils themselves, need additional help in order to perform up to their full learning capabilities. Students, who despite diligent work, are unable to master and complete course materials at the expected pace, have a range of supplemental and remedial resources available to help them succeed. K-8 students working behind grade level will have an alternative plan developed by their CVCS teacher. This plan is required to be followed in order to be promoted into the next grade level, but most importantly it is developed to assist academically struggling students. The required plan will include a Pacing Guide or modified learning schedule created by their CVCS teachers that outlines the work that needs to be accomplished daily for a period of time to assist pupils in closing any academic achievement gaps. Specific students who are identified by the school as struggling to make progress may be provided with a variety of different supplemental programs, such as MobyMax and MARK12 to name a couple, that are designed to provide remedial assistance and can allow for more individualized support. CVCS also will create special learning programs designed to assist academically struggling students and study the effectiveness of these intervention approaches. Students who are struggling academically will be required to participate in such programs. However, the success of the plan and the programs the students participate in depend on the active engagement of the Learning Coach, the commitment of the student, and the support of the CVCS teacher.

Online School Program

The K-5 curriculum is “mastery based”, which means that students have to earn an 80% or higher on all lesson assessments before they move on to their next lesson. It’s important to get 80% or higher on the assessments because many lessons build on each other. Students are required to complete ALL online and offline work. CVCS teachers may require a student to present work/workbook pages at the Learning Center. In addition, students will be required to complete assessments at the Learning Center at particular times of the year on OLS objectives. The CVCS teacher’s syllabus will have the dates, the OLS learning objectives being assessed, and the process outlined. In some cases, the Learning Coach and student will be notified via email of assessment dates if the dates are outside of the ones listed in the CVCS teachers’ syllabi.

Kindergarten to 8th grade students who are new to CVCS will be placed into courses based on their age- appropriate grade level in Language Arts, Math, Science, History, Art and Health. Students will be administered a test to determine if it is the appropriate placement. If students start the year late or end up being behind in their coursework, they may continue working on their Math and Language Arts courses into the next year, but they will need to work with their CVCS teacher to create a pacing plan to catch up.

Any student in the ASP program might be placed in a particular curriculum to assist the student in mastering fundamental skills that are essential for their academic career and meeting the rigorous state standards.

Weekly Class Connect Sessions

What is Class Connect?

Class Connect is a web-based tool used to facilitate synchronous learning sessions. The majority of work students do is delivered online using the tools on the Online School (OLS). The curriculum is accessible any time of day throughout the week. To ensure students understand course material, provide support, and appropriately challenge students, CVCS teachers will require students to attend Class Connect for instruction and assessment activities. Students who are called to class in Class Connect are REQUIRED to attend class. It is important students check their Class Connect schedule on a daily basis to see the sessions they are required to attend.

How does a student access a Class Connect session?

In order to access the Class Connect session, students must sign-in by logging into their Student OLS account and access their Daily Plan to click on their Class Connect link. It is important that all students have their OWN OLS account in order for their name to show up in the attendance roster. If a student logs under the Learning Coach/ Parent, then the student may not be marked present in their Class Connect session. It is important that students check their Daily Plan early each morning.

How many Class Connect sessions is a student REQUIRED to attend?

Students will be attending 1 to 10 sessions per week depending on the student academic need. All Class Connect sessions to which students are invited are MANDATORY, unless stated otherwise by the scheduling CVCS teacher. A schedule of a student’s required Class Connect sessions for a week can be found in the OLS Weekly Plan section. The number of sessions might change throughout the year. If this occurs, the scheduling CVCS teacher will notify the student and Learning Coach via Email. However, a student will always see the sessions they must attend in their Daily Plan.

What does the Learning Coach do if the student is unable to attend a Class Connect session?

If a student is unable to attend the required class connect session, the Learning Coach must contact the CVCS teacher by sending an email within 24 hours of the scheduled Class Connect session.

Does a missed Class Connect session count as an absence?

Yes, a missed Class Connect session does count as an absence. Any missed sessions that are required will result in an unexcused absence, according to the CVCS Attendance Policy and will be marked a half day (0.5) absent.

Can a student view a recorded Class Connect session?

A student might be able to view a recording. The determination to view a recording will be made by the CVCS Learning Coach Handbook K-8 Edition | 2017 – 2018

teacher. In order to be considered to view the recording, the Parent/Learning Coach must contact the CVCS teacher within 24 hours of the missed Class Connect session. If the CVCS teacher approves the request, then the student will receive instructions on how to access the recording and submit CVCS teacher required documentation. If the required documentation and/or assignment is not submitted, then the session will count as an absence.

What type of instruction is conducted in a Class Connect session?

CVCS teachers follow their scope and sequence on the topics and skills that will be covered on Class Connect. Some students might attend academic support sessions or RtI sessions, where particular skills will be focused on in the area(s) in which the student is deficient. In addition to CVCS teachers working with students on standards they will work with students to acquire a set of Class Connect skills at each grade level to help them learn more effectively when working in a virtual environment. There are standard expectations for students to help ensure they participate appropriately on Class Connect. Specific skills taught in each grade level will be shared with students and Learning Coaches in each CVCS teacher's syllabus. Student's aptitude for working effectively on Class Connect should increase each year because students will be exposed to new techniques.

What does a student need when attending a Class Connect session? All students need to have a working microphone, one is originally supplied with your materials by K12. If you do not receive a microphone or one is not working properly, please call K12 Customer Care at 1(866)512-2273 immediately to get the issue resolved so your child can actively participate in the online discussions. Not having a working microphone for their Class Connect session will affect a student's overall performance and contributions to the Class Connect session, which can also affect their grade. It may be in your best interest to invest in a headset and have a back-up to ensure it works for Class Connect.

1. Students are expected to use appropriate language and tone when speaking into the microphone and when typing in the chat box. Students who do not behave appropriately will have disciplinary action taken as it is outlined in the Student Code of Conduct.
2. Students must ACTIVELY participate in the session. The following suggested actions and/or behaviors demonstrate ACTIVE participation, but not limited to: answering a CVCS teacher's question verbally or through the chat box, completing group and/or individual activities assigned by the CVCS teacher, answering questions on the whiteboard or through the polling feature, etc. Students who do not participate will be put in a Breakout Room. They will be given a second opportunity to engage, but failure to engage in the session will result in the student being removed from the session and be marked absent.
3. Students must arrive to the Class Connect session on time. Every instructional moment is important and many important announcements and directions are given at the beginning of the session. Students who are 10 minutes late to the session will be marked either tardy or absent (refer to the attendance section).

Mid-Year Course Promotions

Students must have strong progress in all of their courses before any course promotions are considered. Course promotions must also have the final approval from the Principal and is only in the area of ELA and Math, unless otherwise stated in their Action Plan or IEP. The homeroom CVCS teacher, Principal, and Learning Coach will discuss whether course advancement is appropriate for any student.

Criteria for mid-year course promotions:

- Complete 100% of their Mathematics and/or all of the Language Arts course(s). Course promotions may apply for Science, History, Health, Art, or World Languages.
- Master Common Core Standards, complete quarterly e-portfolios, and show strong progress in all other courses.
- Pass a course assessment administered by the CVCS teacher at the Learning Center with an 80% or higher.

Grade Promotion Requirements

- (8th grade promotion requirements will be provided to you by your 8th grade CVCS homeroom teacher.)
- K-5th grade students must meet the following criteria in order to be considered for a grade promotion.

Criteria for grade promotion:

- Meet the year-end course promotion requirements (see below)
- Participate in all state and district-wide assessments for the year
- Have the minimal cut score for their grade level on the Spring NWEA (2nd to 8th ONLY) and achieve the basic level on the DRA (K-2nd)
- Achieving mastery level of DEVELOPING in Math and ELA

Criteria for year-end course promotions (K-5 Only):

*Each core lesson is considered “complete” when the student has mastered the objectives as measured by the lesson assessment with a score of at least 80 percent or higher.

- Minimum of 90 percent of K12’s Language Skills/Language Arts/Spelling and Literature/Phonics Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K12’s Math Core Lessons Completed with 80 percent Mastery
- Minimum of 70 percent of K12’s Science and History Core Lessons Completed with 80 percent Mastery
- Minimum of 50 percent of K12’s Core Art Lessons Completed with 80 percent Mastery
- Minimum of 50 percent of K12’s Core Health Lessons Completed with 80 percent Mastery
- Fulfilled attendance requirements required by CVCS

Students who do not obtain the minimum progress expectations defined above for Math and Language Skills/Language Arts/Spelling and Literature/Phonics and demonstrate mastery of the material will be required to carry over the course(s) into the next school year, unless in Middle School. Students will be tested when they complete 100 percent of the course for mastery. At that point, the CVCS teacher will promote them to the next course.

Any students (K through 5th) who do not meet the grade promotion requirements outlined above will be retained for the following school year, unless the student was already retained in the following grade cluster: 1-3, 4-6, 7-8. Students in benchmark grades 3rd, 6th, and 8th will need to attend Summer School as defined by CVCS and then their grade promotion status will be re-evaluated. Students in non-benchmark grades may be required to attend a summer session.

Students who start late in the school year will be provided a modified year-end course promotion requirements and will have to adhere to the goals outlined in their Action Plan. Failure to meet those requirements can put the student in jeopardy of retention and/or summer school.

Students At Risk Of Failing To Make Adequate Progress

Students whose work indicates a need for supplemental learning resources

- CVCS uses research-based learning and technology applications, combined with CVCS teacher/student/parent involvement to provide a new, innovative model of public charter school education adapted to the needs of elementary, middle and high school students. Some students, for reasons as varied as the pupils themselves, need additional help in order to perform up to their full learning capabilities. Students, who despite diligent work, are unable to master and complete course materials at the expected pace, have a range of supplemental and remedial resources available to help them succeed. K-5 students working behind grade level will have a Pacing Guide or modified learning scheduled within the OLS created by their CVCS teachers that outlines the work that needs to be accomplished daily for a period of time to assist pupils in closing any academic achievement gaps. Specific students who are identified by the school that may be struggling to make progress can be provided with a variety of different supplemental programs, such as Study Island, MARK12, and/or Math+ that are designed to provide remedial assistance and allow for more individualized support. For middle and high school students at risk of academic failure, CVCS will

provide one-on-one or small group tutoring with content specific CVCS teachers, credit recovery programs and, for students on academic probation, the school will carefully monitor performance with appropriate interventions to accelerate academic achievement. CVCS also will create special learning programs designed to assist academically struggling students and study the effectiveness of these intervention approaches. The alternative plan developed by the academic team (the student's CVCS teacher and an administrator), which will include a pacing guide, student and Learning Coach expectations, Class Connect schedule, and work in supplemental programs must be followed.

Students Who Do Not Regularly Engage In Course Work

CVCS further recognizes that some students enrolled at the school have trouble working on and completing the lessons that constitute course curriculum. There can be a range of reasons students do not regularly engage in their course work. One of the school's particular concerns is students who log in as attending the OLS or D2L, but then do not engage in working on course assignments for extended periods of time. For these students, who fail to make any progress toward course mastery or lesson completion, CVCS will implement the following interventions:

- Students With 6 to 10 School Days Without Any Logged Progress, Who Have Less Than 5% Progress In A Month, Or Have A Course Submission Rate Below 30%

These students and their Learning Coaches and/or parents or legal guardian(s) will be contacted by their CVCS teacher/advisor via school email and telephone notifying them of the school's concern over the lack of discernible progress or lack of work being done within the OLS or D2L. The CVCS teacher/advisor will set up a conference with the student and the Learning Coach and/or parents or legal guardian(s) at a mutually convenient time, but no later than 5 school days after the initial notification, if possible. During the meeting a Plan will be created to help the student and Learning Coach get back on track.

- Students With 11 to 15 School Days Without Any Logged Progress, Who Have Less Than 5% Progress For Two Months, Continue To Have A Course Submission Rate Below 30%, Or Have Been Through Step 1 Within The Month.

The Head of School (HOS) designee shall contact these students, their Learning Coach and/or parents or legal guardian(s) by email and telephone to schedule a conference at the school. The HOS designee, such as the Learning Coach Resource and Support Coordinator, and/or parents or legal guardian(s) and the student, if needed, shall attend the meeting that should take place within three (3) school days of the school's initial contact, unless there is good reason why the meeting must be delayed.

The HOS designee will inform the student and the Learning Coach and/or parents or legal guardian(s) of the school's concerns over the pupil's lack of work in the OLS or D2L. At this meeting, the HOS designee will review the Plan with the student and the Learning Coach and/or parents or legal guardian(s), and share supports and resources to help the student/Learning Coach successfully follow the Plan. If a reason(s) for the student's lack of compliance with the Plan can be addressed through the provision of social services, the school will make every attempt to place the student and parents or legal guardian(s) in contact with the necessary support resources or social services provider(s). If any revisions to the Plan are needed, the CVCS teacher will follow up with the family via school email. The CVCS teacher will continue to monitor the student's progress as outlined by the Plan.

If the parent misses the meeting without contacting the appropriate parties with a valid excuse, then the other parties will meet and provide a copy of the plan to the parent. The HOS designee will follow-up with the parent to review the Plan. The created Plan will go into effect once it is sent to the parent.

- Students Who, After The Creation Of A Plan, Have 16 to 20 School Days Without Any Logged Progress, Who Have Less Than 5% Progress For Three Months, Who Continue To Have A Course Submission Rate Below 30%. Or Have Been Through Step 2 Within The Month.

The HOS designee will contact the parent to inform them of the current progress. The HOS designees will monitor the progress on a daily basis and provide support and resources when needed.

Non responsive parties will be forwarded to the HOS or designee who will contact these students, their Learning Coach and/or parents or legal guardian(s) by Email, telephone and, if necessary, certified mail, and schedule a conference at the school as soon as possible. At this meeting, the HOS or designee and the student's CVCS teachers again will review the Plan with the student and the Learning Coach and/or parents or legal guardian(s), and discuss the reason(s) why the student has not been able to successfully follow the Plan. School officials will again attempt to determine if a reason(s) for the student's lack of compliance with the Plan can be addressed through the provision of remediation or social services. If so, the school will make every attempt to place the student and parents or legal guardian(s) in contact with the necessary support resources or social services provider(s).

- Best Interest Of The Child Communication

If, following the third meeting between H O S d e s i g n e e (s) and the student, the Learning Coach and/or parents or legal guardian(s), the student continues to fail to submit course work and makes no discernible progress towards mastering course lessons, and/or following the Plan, CVCS Administrators shall:

Set up a meeting with the Learning Coach and student, if necessary, to discuss "Best Educational Interests of the Child". In the meeting, the HOS designee will review all the steps that have been taken to assist the student in making academic progress. The meeting may suggest that the lack of student progress despite all the interventions taken by CVCS suggests that the hybrid pedagogical model of the school is not best suited to the student's learning style and needs. The meeting may suggest to the parents or legal guardian(s) that the student would be more likely to succeed in a more traditional school. Such a proposed action represents the recommendation of CVCS Administrators but the final decision regarding any such change to a different school will be made by the parents or legal guardian(s). If the parents or legal guardian choose to keep the student at CVCS, the school and its staff will continue to provide the student with all assistance to improve academic performance by continuing to follow progress process.

General Promotion Criteria

Any student's promotion status is determined by a student's scores on the District Wide Assessment (NWEA), their Academic Performance during the school year, and their attendance record for the current school year. If a student does not meet the promotion requirement in one or all four areas, then the student will be required to attend summer school. The following measures have been further defined so there is a clear understanding of what is required for students to successfully move onto the next grade without having to attend Summer School:

1. Meet the year-end course promotion requirements: Students must complete a certain amount of the curriculum within the year in order to attain certain skills and knowledge to prepare them for the following school year. Students who academically struggle will receive an alternative plan to expose them to grade level material, but also work on the skills the student is deficient on. The alternative plan will have a list of quarterly goals that must be met in order to be considered for a grade promotion. Failure to adhere to the plan and meeting the goals can put the student in jeopardy of attending a summer school program and/or retention.

2. Score below the 24th percentile on NWEA (3rd to 8th ONLY) or achieve a certain level on the DRA (K to 2nd): Students who score below the 24th percentile in Math and/or Reading will be required to attend summer school or participate in a summer session program. Students in 1st or 2nd grade who do not achieve a minimal level on the Spring DRA may be required to attend summer school or a summer session program.
3. Achieving mastery level of DEVELOPING in Math and ELA: Students are taught specific grade level skills that are aligned to the Common Core State Standards. These standards must be mastered in order to be gain the skill set and knowledge needed to be successful in elementary school and beyond. Students are provided multiple assessments, assignments, and other opportunities to demonstrate their mastery level of the grade level skills being taught and instructed by the CVCS teacher. In order to achieve a mastery level of DEVELOPING a student achieves at least a 70% average on all assessments and class assignments on 70% of the standards taught in an academic year. Failure to achieve a mastery level of DEVELOPING will place a student into the summer school program to continue to work on the skills.

Students that attend summer school or participate in a summer session program will be given an end of the program assessment to determine whether the student is proficient in the particular skills that have been identified to be covered in summer school. The student's promotion will be evaluated at the end of summer school. The administration with the summer school team will look at the following components to determine promotion:

1. Attend 90% of the summer school session (including Learning Center and Class Connect sessions) OR complete the required weekly work in a particular program
2. Pass the post Summer School assessment with a 70% of higher
3. Achieve an overall average of a 70% on assessments and assignments
4. Complete all summer school assignments

Grade Retention

Students who have little or no progress and have not met the grade promotion requirements in benchmark grades 3, 6, and 8 will be required to attend Summer School, and ultimately face grade retention if they do not meet Summer School promotion criteria. Students in the benchmark grades who are required to attend summer school who do not satisfactorily complete summer school might be retained in the grade they were in the previous year if holding them back would constitute a first retention.

Students in non-benchmark grades 1,2,4,5, and 7 can be retained in a grade for a second year only o n e time during the following grade c y c l e s: 1 - 3, 4 - 6 a n d 7 - 8. Students at non-benchmark grades may be at risk of retention if they have not completed one or all of the following:

- Meeting the OLS progress markings (see pacing guide or speak to your CVCS teacher)
- Action Plan: The school shall develop a personal learning plan for students who are behind academically. The plan outlines any interventions that need to be administered which will target learning deficiencies, modified academic goals, and provide a schedule of support services to address the students' needs.
- Meeting the grade promotion requirements
- Accumulating over 18 days of unexcused absences.

A student who does not satisfactorily complete Summer School will be retained in his/her current grade level if this is a first time retention in the 1-3, 4-6 or 7-8 grade cycles. Eighth grade students who do not satisfactorily complete Summer School may be assigned to another appropriate placement if this would be a second retention for a student in the 7-8 grade cycle; or if the student is 15 years old on or before September 1.

*Eighth grade students will adhere to the 8th grade requirements for grade and course promotion as outlined in the 8th grade Academic Contract.

Expectations and Requirements

The Parent Room

The Parent Room is a place for students, Learning Coaches, and family members to gather before and after their CVCS Learning Coach Handbook K-8 Edition | 2017 – 2018

school day. Students who arrive early to the Learning Center are expected to wait quietly in the Parent Room until the start of their first class, where they will then escort themselves or be escorted by a CVCS teacher/administrator to the specific room. If students arrive late, they must check in to the Main Office to get a tardy slip and be escorted to class.

This room is also used as a place to hold sessions for the Learning Coach Program. To respect the instructor and hear the information being provided during these sessions, people are expected to participate in the session offerings or sit quietly so the presenter and participants are not disturbed. After the presentation, Learning Coaches are free to work independently and quietly, or chat with other Learning Coaches. We encourage you to visit the Parent Room and take advantage of the program offerings and meet other Learning Coaches and families.

The Learning Center, like any educational institution, has certain rules and policies that must be followed to make time as productive as possible. Please carefully read the appropriate behavior and expectations for students, learning coaches, CVCS parents, and any visitors attending the Learning Center at CVCS as outlined below.

CVCS' Parent, Learning Coach & Visitors' Code of Conduct

To maintain an orderly, respectful, and safe educational environment for the students and staff at Chicago Virtual Charter School, it is essential that all parents and visitors to our building be aware of their responsibilities and adhere to the expected code of conduct.

Parents/Visitors are expected to:

- Recognize that the education of children is a joint responsibility of the parents and the school community.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Ensure that children bring only items appropriate and related to the instructional program to school.
- Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education.
- Build good relationships with CVCS teachers and other parents.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Insist their children be dressed in a manner consistent with the student dress code.
- Provide a place for study, and ensure class connects, classwork, and homework assignments are completed.

Public Conduct in Parent Room/School Property

Schools are a safe place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

The following rules apply to parents/visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor
- Parents and visitors in the parent room or in the school must not participate in, promote, or encourage any inappropriate public display of behavior
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom CVCS teacher(s), so that class disruption is kept to a minimum.
- Any inappropriate display of behavior on school property will be reported to a school administrator. Unauthorized persons (non-Merit or CVCS staff and personnel) will be asked to leave.

Conduct Prohibited on School Property

No person shall:

- Intentionally injure any other person or threaten to do so.
- Intentionally damage or destroy school property or the property of a CVCS teacher, administrator, or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability, and anything else.
- Enter any portion of the interior of the school building without authorization or remain in any building or facility after being asked to leave
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either in or around the school building or at a school function.
- Possess or use weapons in or around school building or at school function, except in the case of law enforcement officers.
- Loiter on or about school functions.
- Be in any area not designated by CVCS staff during school sponsored events to ensure safety of all participants.
- Gamble inside the school building or at school functions.
- Refuse to comply with any reasonable order from an administrator or CVCS employee performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Note: Any parent/learning coach/visitor that comes to the building (the LC) for a scheduled meeting must sign in at the Main Office located in Room 135. All other visitors/parents must sign in at the CVCS front table located by the main entrance. In addition, parents/learning coaches/visitors are not to roam any part of the building unless escorted by a CVCS staff member.

Persons in violation of the Code of Conduct

The authorization of a visitor to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises.

Student Behavior and Expectations

Students must follow the CPS Student Code of Conduct. A copy of the student code of conduct will be provided to the students within the first 10 days of school and it can also be downloaded at <http://cps.edu/Pages/StudentCodeofConduct.aspx>.

Dress Code

Students are required to dress appropriately for school. Clothing that distracts students, disrupts the educational process, or poses a health or safety threat to anyone will not be allowed. Students should select clothing that will support the learning process and contribute to a positive environment for all. Any question regarding the appropriateness of dress is a reliable indicator that more modest attire should be worn.

Head coverings (unless approved by administration for religious or medical reasons), see-through clothing, spaghetti straps, pocket chains, and baggy clothing that hang below the waist are prohibited. Students are required to wear tops that cover them from their shoulders to below their waist. Pants, shorts, skirts, or dresses must cover the waist and extend far enough down the legs to achieve modesty. Skirts should be no more than three inches above the knee. Students who fail to follow dress code guidelines are susceptible to consequences in the Chicago Public Schools Student Code of Conduct. The school may choose to loan students a shirt to cover whatever infraction has occurred and will communicate to the parents of students in violation the expectations of the dress code policy with the expectation that it will not happen again.

Student IDs

Students are also required to wear a student ID card whenever they are in the school building. The IDs will include the student's name and photo, and will be coded to indicate how students leave the school building and what day they attend the Learning Center (the school building). Photo identification IDs will be provided once to each student at the

beginning of the school year. If students lose their school ID, it will need to be replaced immediately. Replacement IDs cost \$3 and can be obtained at the Main Office.

Cell Phone Use

Many students have cell phones to communicate with their families, which is supported by CVCS. However, using cell phones on school grounds during school hours (in class, in the hallway, or in the restrooms) is prohibited. Students who need cell phones to communicate with their family are required to have their cell phone off during class time and cell phones must remain in the student's backpack or bag. Those who do not carry a bag will be asked to turn their cell phone into their CVCS teacher during class, which will be returned at the end of the class session. If any student violates this policy for any reason, his or her cell phone may be confiscated and turned into the office until a parent conference takes place.

Student Code of Conduct

CVCS follows the Chicago Public Schools' Code of Conduct. The Student Code of Conduct Handbook ("SCC") includes detailed explanations and procedures for the suspension and expulsion of students, procedures for referring students for emergency alternative school placement, and other information crucial to the disciplinary process. Students and families will receive a copy of The SCC at the beginning of the school year. This can also be found online for your reference. For students enrolling after the beginning of the school year, a copy of the SCC may be picked up in the Main Office. Please contact the Main Office for copies of this document if you have not received one.

Anti-Bullying Policy

CVCS will follow the Chicago Public School Student Code of Conduct:

Purpose:

The Illinois General Assembly has found 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. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the Chicago Board of Education ("Board") to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals. The Board asks every Chicago Public School ("CPS") student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at 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.

Scope

Bullying is contrary to Illinois law and this policy is consistent with the Illinois School Code. This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual 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 to the United States Constitution or Section 3 of Article I of the Illinois Constitution. Bullying is prohibited:

- during any school-sponsored or school-sanctioned program or activity;
- in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
- through the transmission of information from a CPS 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 Board-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 Board provided transportation;
- when it is a Student Code of Conduct (“SCC”) Group 5 or 6 behavior that occurs off campus but seriously disrupts any student’s education.

Definitions

“Bullying” means any severe or pervasive (repeated over time) 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 one or more of the following effects:

- placing the student in reasonable fear of harm to the student's person or property;
- causing a substantially detrimental effect on the student's physical or mental health;
- substantially interfering with the student's academic performance; or
- substantially interfering with the student's 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 SCC. 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.

“Cyberbullying” means using information and communication technologies to bully. This definition does not include cyberbullying by means of technology that is not owned, leased, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school related activity, function, or program.

“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.

“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. Intervening to Address Bullying Responsibilities of CPS Employees and Contractors All CPS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the CPS Bullying Complaint Form (Attachment A); and
- cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee. Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and
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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 CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/ Designee, by calling the CPS Violence Prevention Hotline (“Hotline”) at 1-888-881-0606, or by e-mailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
- Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
- The investigation shall include: a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it. b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target’s education was effected. d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted. e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences. f. Comprehensively documenting the details of the investigation.
- When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in IMPACT.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/ Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see “Referrals” section below). If the investigation results in the imposition of consequences, the Principal/ Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law. When communicating incidents of bullying to the target’s parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student’s sexual orientation to the parent/guardian without the student’s permission, unless there is a legitimate, school-related reason for doing so. If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student’s individual needs and revise the IEP accordingly. For example, if the student’s disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student’s IEP Team to consider whether the IEP should include provisions to develop the student’s skills and proficiencies to avoid and respond to bullying. If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/

Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed. Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Office of Social & Emotional Learning for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct. When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school. For more information, see Guidelines for Effective Discipline.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the CPS Equal Opportunity Compliance Office, or EOCO (telephone: 773/553-1195), within 15 calendar days of notification of the Principal's decision. The EOCO Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the EOCO. The EOCO may return the incident to the Network Chief, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The EOCO shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in IMPACT.

Students in Temporary Living Situations Plan

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Attucks will have an opportunity to meet with an STLS Transition Support Coordinator to develop an individual transition plan for STLS students and receive ongoing enrollment & support from

that coordinator through the beginning of next school year. The STLS Transition Support Coordinator is employed by WES Health System.

- The STLS transition plan will be developed in partnership with students and families; it will describe the goals that the family will work toward with the STLS Transition Support Coordinator over the summer, and serve as a tool to keep students connected to school and STLS during the transition period. The goals set in the transition plan are determined by the family and based on what type of assistance the family requests. For example, one family's goal may be improved attendance and action steps toward that goal might be related to ensuring the student has his or her basic needs for food, clothing, and shelter met so that the student is ready for school.
- The STLS Transition Support Coordinator has an enrollment and academic history report for each STLS student at Attucks that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- Four STLS Transition Support Coordinators will be available daily, Monday through Friday from 9:00 a.m. to 3:00 p.m. to provide ongoing support to STLS students and families. During those hours the STLS Transition Support Coordinators may be at the school or conducting home visits. The hours will be flexible based on the need at the school.
- STLS students affected by this action may choose to remain at Attucks until the end of the phase-out, attend Beethoven, or speak with STLS Transition Support Coordinators to identify enrollment options available. STLS students will have certain enrollment options based on their STLS history, such as the school attended when the student first became STLS eligible or the attendance area school.
- A dedicated social worker will be assigned to work with STLS students at Attucks.
- The school that an STLS student selects to attend next school year will become the student's school of origin as long as the student is still eligible for the STLS program. Transportation assistance to attend the school of origin will be offered for as long as the student is homeless, or if the student becomes permanently housed, until the end of the academic year. CPS will provide professional development and support to Beethoven staff on services for STLS students.
- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations as required by law. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

Transportation

CVCS does not provide busing or transportation services to students, so parents are responsible for getting their students to and from the Learning Center for class each week that classes are in session. All families are required to complete and maintain an updated record or Student Transportation Form, which is maintained on file at the Main Office. The form designates how each student will leave the school, whether they will be picked up and who can pick them up, or if they can take public transportation. Students who are not designated to take public transportation will not be able to leave the building alone without a signed note from a parent designating how the student is to go home or with whom. In most cases, students will be picked up by their legal guardian. However, in the event the parent or legal guardian wishes to designate another adult to transport a student to and from the Learning Center, that designation will need to be recorded on the Student Transportation Form. Forms cannot be updated by anyone other than each student's parent or legal guardian. School personnel cannot deviate from the means of dismissal indicated on the Student Transportation Form unless the form is updated or they receive written notification from the student's legal guardian stating otherwise.

CTA Cards

Since CVCS does not offer lunch to students, the Free and Reduced Meal Application is used to determine if families are eligible to receive CTA bus cards. Each family is required to complete the Free and Reduced Meal Application form upon enrollment regardless of income. These applications will be distributed at the beginning of the year at parent connection events and you can also find copies of the form in the Main Office. The form should be completed and returned to the Main Office no later than three weeks after enrollment. If the form is not completed, students will not know if they are eligible to receive CTA cards and will not be provided any under any circumstances.

Families who qualify for CTA cards will be notified via postal mail or E-mail. Qualified families who need of public transportation to and from school on a weekly basis have the option to sign for and receive their CTA Ventra cards (free of charge) from the Main Office. If there is no regular activity (continuous weekly use) on the card, it can prevent extra monies and distribution of parent cards, as it shows there is no need for public transportation. Each student will receive a CTA Ventra card to transport to and from school each week they are at the learning center for instruction. Students will receive a ten dollar (\$10) credit on their card every five sessions of attendance at the learning center. Due to the extra credit of funds that is given on each card, ownership of this card should be treated like cash and not be lost. If a CTA Ventra card is lost the student will have to pay five dollars (\$5) to replace their card.

Procedure for Replenishment or CTA Ventra Card:

- Student will be given a ten dollar (\$10) initial credit to allow them to transport to and from school ten (10) times, five (5) round trips.
- Each week student is at school for their scheduled Learning Center Session they will have to drop their Ventra Card in the Ventra Card box that will be in the Parent Room by 9:30 a.m. and 1:00 p.m.
- Office staff will pick up the box and will mark that your child was present for class that particular session. At the end of class your child will pick up their card, like usual, in the Main Office (Rm. 135) with an office staff member.

Note: For students that attend the Learning Lab on days outside of their designated Learning Center session will follow the same process and receive a ticket from the Learning Lab attendant to then check in the Main Office. Due to the availability of cards, to purchase from Ventra, each adult is entitled to two CTA Ventra single ride cards for only one parent/guardian. These cards will allow the parent/guardian one single trip to and from school. If the student Ventra CTA Card was not submitted for the day, then parent cards will not be available for distribution.

Students will need to keep track of their funds based on the amount of Learning Center sessions they attend so they are not out of funds when transporting back and forth from school. Students that come to school more than once a week for Learning Lab, special programs, clubs, etc., will check in with the receptionist in the Main Office to get your attendance credit for the day. Bus cards will be available to families who attend the Learning Lab while their students are in attendance.

Students will not be able to receive any funds before their five session attendance is up. Therefore, it is critical for students to make sure they are only using their CTA Ventra card only for school. If the card should show up as a negative balance when the \$10 replenishment is being made, the card will be held at the school, until the parent/guardian replaces those funds to the school in the form of cash or money order. This will also prevent the parent/guardian in receiving their CTA Ventra single ride cards.

If Ventra Card shows no activity, for school rides, on card since last replenishment, the student will not receive the \$10 replenishment until activity has resumed. This will also prevent the parent/guardian in receiving their CTA Ventra single ride cards.

During the last week of school, student Ventra Cards will be collected in the Main Office. These cards will be held by the school and will be redistributed at the beginning of the next school year. If the student does not turn in their card, the card will be closed upon the end of the school year and the student is required to purchase a new card for \$5 at the beginning of the school year.

CTA Ventra cards will not be given out before or during class sessions for students or parents.

Learning Center Sign-In/Sign-Out

For safety reasons, students will be expected to sign-in and sign-out when leaving and/or entering the school-building. In addition, it is a privilege for students to “leave campus” during the lunch period. This privilege can be taken away for behavior and/or academic reasons. If a student leaves the building after signing out for lunch, the student has 20 minutes from the time the lunch period started to get lunch and sign back in. Upon arrival, the student must sign in at the front desk.

Attendance Policy

Attendance credit will be submitted for each CVCS student to Chicago Public Schools three ways: full day present, half day absent, full day absent. Combined minutes entered in the Online School by the Learning Coach and minutes logged into the Gradebook Tool by the students' CVCS teacher(s) will affect the attendance credit reported to Chicago Public Schools. Full day present, half day absent, and full day absent are determined based on the total daily minutes of time spent, from Monday through Friday, on OLS course work and any assigned class work, attending required Class Connect session, and attending the scheduled Learning Center session.

Attendance Credit Chart

Grades K-12 : 300 minutes per day for five days per week from Monday through Friday.

Below is a chart reflective of the time submitted for OLS work, Class Connect sessions, and Learning Center.

- 0 – 149 minutes = No attendance credit
- 150 – 299 minutes = Half day present
- 300 + minutes = 1 day present

Attendance Frequently Asked Questions

Below is a list of frequently asked questions that may be useful for you to refer to when you have questions regarding attendance. Please feel free to reach out to the CVCS's Operations Manager or your homeroom CVCS teacher if you have further questions or need clarification regarding attendance.

Q: How is attendance calculated?

- A: Attendance for CVCS students is accounted for in the following ways:
 - Student working in coursework independently offline or online via the Online School (OLS) or MS Desire to Learn (D2L) platform.
 - Student participation in assigned virtual online sessions with state-licensed CVCS teachers.
 - Student attendance in assigned weekly Learning Center sessions.
 - Full-day present, half-day present, and full-day absent are determined by the total daily minutes logged by the Learning Coach and CVCS teacher(s).

Q: When my child is absent, what do I do?

- A: You must log into your OLS account to send an e-mail to the Operations Assistant and your CVCS homeroom teacher within 48 hours of the absence explaining the student's absence. We require the reason for the absence in writing; therefore, phone calls will not be accepted as a form of valid notification of an absence. For the absence to be excused, it must be one of the six "valid" or acceptable reasons found on page 38 of the 2016-2017 Learning Coach Handbook.

Q: If my scheduled assignments take less than the required minutes for the day, do I still need to complete work?

- A: Yes. In order for your attendance to count for a full day's credit, a minimum of 300 minutes (5 hours) per day, from Monday through Friday, must be logged for students. Any time less than the required minutes will impact your student's attendance. Talk with your CVCS teacher about what kinds of activities can count towards earning attendance credit.

Q: How much time is needed to count for a full day or half day of attendance?

- 0 – 149 minutes = No attendance credit
- 150 – 299 minutes = Half day present
- 300 + minutes = 1 day present

Q: Does missing Class Connect sessions affect my student's attendance?

- A: Yes. For any Class Connect sessions that are required, this time counts toward attendance. If your student misses a required Class Connect session scheduled by their CVCS teacher, the time missed will be deducted from any time you log in the OLS. For each Class Connect session missed within the day, the total number of minutes for each session will be deducted.

Q: What happens if I log attendance after the daily deadline of?

- A: An attendance report is pulled and submitted to Chicago Public Schools on a daily basis. If a Learning

Coach fails to log attendance by the deadline your student will be marked absent. In the event you forget and you intended to report an excused absence, it is important you send an e-mail to the Operations Assistant as soon as possible.

Q: How do I log attendance if my internet is down or I cannot access the OLS?

- A: Technical issues do not count as an excused absence. If your internet is down or you are not able to log your attendance, you must contact your homeroom CVCS teacher and advise him/her of what you worked on for the day so that he/she can log the minutes on your student's behalf. Without taking this step your student will be marked absent.

Q: If my internet is down for the whole day, how does my student complete my 5 hours of school work?

- A: Your student can complete work offline via the workbooks received as well as any novels s/he may be reading in class. Please be sure to contact your CVCS teacher via phone so that he/she can log your attendance for the day. Students are also able to attend the Learning Lab (a staff monitored computer lab) at the Learning Center to complete any online course work or attend Class Connect sessions. Learning Coaches are responsible for having a "Back-up Plan" for days when you encounter technology issues.

Q: How do I mark my child's attendance if he/she is sick and will not be able to attend class or work virtually for the day?

- A: If your child is sick and unable to do work on a designated school day you must send an e-mail to the Operations Assistant and your homeroom CVCS teacher. You will need to log zeros for all subjects they did not complete and click save so that particular day.

Q: How can I go back and correct a missed day's attendance?

- A: If you happen to forget to log the attendance for the day and it's within 24 hours of the midnight deadline, we can fix the absence for you. You will need to log the missing attendance in the OLS and send an e-mail to the Operations Assistant advising him/her that you corrected the missing day and we can go in and update it in our records. You will follow the below steps to enter attendance for a missing day:

From the landing page you will click the word "Attendance"

TODAY'S TO DO LIST



[Attendance](#)

Enter Attendance (1393 missing days)



When you click "Attendance", an additional screen will appear. In the top right corner of the screen you will see how many missing days you have:

Total days missing for all students: 1393 [View](#) ▼

Missing Days: 141 [View](#) ▼



When you click "View" next to missing days, all of the dates will appear that attendance has not been logged for. You will need to select the date and log hours for that particular date. You should never see any days of missing attendance.

Total days missing for all students: 1393 [View](#) ▼

Missing Days: 141 [View](#) ▼

Attendance you've entered before or all of today's attendance.

[Auto-Enter](#) ▼

Enter Time	Total
	0
	0
	0

08/19/2010

08/20/2010

08/23/2010

08/24/2010

08/25/2010

08/26/2010

08/27/2010

Q: When I see the notification that I have a day of missing attendance, is that for the current day or the previous day?

- A: If you see a missing attendance day notification, this will always be for the previous day. You will never see a missing attendance day for the current day.

Q: Why am I receiving a 5-day truancy letter if my student has no missing days in their Online School?

- A: Students who accumulate five (5) or more absences will be sent a 5-day truancy letter notifying you of the accumulation. If you change any missing days of attendance within the OLS more than a day later than the midnight deadline, the absence does not correct anything we reported to CPS and will not fix the absence. Therefore, though you may change the attendance within the OLS, the absence will still remain unexcused because it was not logged in time to be reported to CPS. Attendance on Class Connect and Learning Center count towards your child's daily attendance. For each Class Connect session missed within the day, the total number of minutes for each session may be deducted.

Q: Can I mark attendance after my student has completed each subject or just at the end of the day?

- A: With the enhancements K12 has made, you are now able to log attendance as you mark lessons complete or you can log it all at one time at the end of the day by the daily deadline.

Q: If my student is on a Class Connect session with the CVCS teacher and gets kicked off of the site or the internet shuts down, what do I do?

- A: If this happens, first try to access the Class Connect session again and let the CVCS teacher know what happened. If you cannot access the Class Connect session because your internet is not working, you will need to phone your homeroom CVCS teacher to advise him/her of the issue so the student is not penalized by the absence. It is important the CVCS teacher is notified within 24 hours so s/he can record the student's attendance appropriately and the student can make up the work assigned.

Q: If I have a family emergency what do I do?

- A: If you have a family emergency and you have done work on or offline, but can't log the attendance, please reach out to your homeroom CVCS teacher so s/he can log the time for you. If you have not done any work, please be sure to send an e-mail to the Operations Assistant as well as your CVCS homeroom teacher advising them of the issue so your absence can be excused.

Excused Absences

When a student is absent from the Learning Center, online coursework, or a scheduled virtual online session, a written explanation must be submitted to the Operations Assistant via E-mail from the parent/guardian within 48 hours of the absence.

The Chicago Virtual Charter School and CVCS Board of Directors consider the following factors, as defined by Chicago Public Schools (CPS), to be "reasonable" excuses and will result in an "excused absence" for time missed from school whether at the Learning Center, from online coursework, or from Class Connect sessions:

- Personal illness (a written physician's statement verifying the illness may be required);
- Observance of a religious holiday;
- Death in the immediate family, with immediate family being defined as: parents, legal guardians, spouse,

- brothers, sisters, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts, and uncles.
- Family emergency.
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent’s or legal guardian’s concern is subject to evaluation by the Head of School, Head of School’s designee, or other Board officials, on a case-by-case basis);
- Other situations beyond the control of the student as determined by the Head of School, or Head of School’s designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties.

Tardiness

A student’s promptness to virtual and Learning Center sessions is important since being tardy can have an adverse effect on the student’s academic success at CVCS. Attendance-related interventions may be implemented for students who are frequently tardy to the Learning Center.

Virtual Sessions	Learning Center Sessions
<p>Students who arrive more than 10 minutes late will be allowed to listen to the recording and submit a verification exercise to the CVCS teacher. The time that a student is tardy may be deducted from the Class Connect attendance time.</p> <p>If you encounter technical issues, follow the procedures listed below:</p> <ul style="list-style-type: none"> • Send a school e-mail to your CVCS teacher within the same day of Class Connect session. • The CVCS teacher will then reply to the student to inform them to watch the recording. • The student then needs to turn in work that was completed to receive credit for the class. 	<p>Students who arrive after the start of their session will be marked tardy. The time that a student is tardy may be deducted from the Learning Center attendance time.</p>

Accumulated Unexcused Absences

Students who do not attend the scheduled Learning Center session, required online sessions, or fail to log attendance within the LMS, when required, will be considered unexcused absent for the required amount of time unless a valid written excuse is provided to the Operations Assistant. Families who fail to log a full day in the OLS are subject to unexcused absences (see Attendance Credit Chart above). An accumulation of 5 or more unexcused absences will result in action on part of CVCS as outlined in the Attendance Policy.

- (5) Unexcused Absences: Students who accumulate a total of five (5) or more absences will be sent a letter to their registered home address notifying them of the unexcused absences.
- (10) Unexcused Absences: After a total of ten (10) or more total absences are accumulated for any student, a certified letter will be sent to the student’s registered home address. Parents and students (if necessary) will be required to attend a meeting with the Learning Coach Resource and Support Coordinator in person at the school, which is subject to possibly include: CVCS teachers, administrators, CVCS guidance counselor, and anyone else designated by the Head of School, to discuss the absences and a truancy plan for improvement.
- (18) Unexcused Absences: After a total of 18 unexcused absences are accumulated, families at CVCS will be required to participate in a Truancy Meeting with the administration at CVCS and the Learning Coach Resource and Support Coordinator.

Truancy

Per CPS policy, students should not accumulate more than a total of 18 days of unexcused absences. The Illinois School code defines ‘truant’ as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. A “chronic truant,” under the School Code, is “a child subject to compulsory school attendance and who is absent from such attendance without valid cause for 5 percent or more of the previous 180 attendance days.”

CVCS Truancy Interventions

(1-3) Absences	If a student has one to three unexcused absences CVCS teachers will send a e-mail or call to notify family of absences.
(5) Unexcused Absences	If a student has five unexcused absences a 5-day letter is mailed in regular postal mail to family. The Learning Coach will be required a virtual attendance workshop.
(10) Unexcused Absences	If a student has ten unexcused absences a 10-day letter is sent by regular mail to the student’s registered home address and a E-mail to the Learning Coaches’ OLS account to schedule an attendance intervention meeting that will take place at the Learning Center.
(18) Unexcused Absences	After a student has accumulated a total of 18 days or more of unexcused absences and has been notified with a five (5) and ten (10) day letter, and participated in a meeting with school personnel designated by the Head of School, they will be sent a letter to their registered home address. At the meeting, the parent and the school personnel will review the attendance expectations and will discuss steps for immediate improvement.

Extended Leave Policy

A student’s absence from school at any time represents an interruption in the student’s academic progress. Extended absences for family trips during the time when school is in session are of particular concern. Such absences are not considered by CVCS and Chicago Public Schools to be excused. It is the parent’s prime responsibility to have their children present for instruction except when outlined in the Learning Coach Handbook as excusable. Obviously, avoidable extended absences needlessly deprive a student of the classroom interactions, practice, and opportunities for additional assistance necessary for the academic growth. It is not in the best interest of the student to be absent for an extended period and any leave over 5 days must be discussed and approved by the Head of School or designee.

Realizing that parents may elect to have their child be absent from school for an extended period, the following procedure has been established in order to try and minimize the negative educational effects of the child missing valuable classroom instruction.

Definition

Any leave which exceeds 5 consecutive days of absence from school that is not for medical reasons.

Eligibility for Extended Leave

- Student cannot have less than 95% attendance rate for both class connect and Learning Center sessions.
- HS student must be passing all core subject area classes (Math, English, History, and Science).
- Only students who obtain proper approval and follow the guidelines set forth in this policy are eligible for an extended leave of absence

Notification

- CVCS must approve any extended leave of absence
- Families must give at least two weeks' notice by submitting an Extended Leave of Absence form with the homeroom CVCS teacher
- The homeroom CVCS teacher will work with the family to create an Extended Leave Plan that will outline the student responsibilities while away from school. The Extended Leave plan at a minimum will outline the student's school assignment requirements and due dates, ClassConnect session requirements, Online School requirements, and an explanation of how attendance will be counted.
- The homeroom CVCS teacher will submit the Extended Leave Plan to administration for final approval
- If the request for extended leave of absence is not approved and family does not agree with the administration's decision, the family may file a grievance by following the steps outlined in the Grievance Policy located in the Learning Coach Handbook or on the CVCS Strong Start website.

Returning to School from Extended Leave of Absence

- Upon return, the CVCS homeroom teacher will create a Transition Plan to help the student rejoin classes with as little interruption to learning as possible

Failure to Comply

- Failure to follow the Extended Leave Plan as outlined by the CVCS homeroom teacher will result in strict adherence to the Attendance Policy as outlined in the Learning Coach Handbook.
- Students and families who fail to report an extended leave of absence are subject to accumulation of unexcused absences.

Student Withdrawal

If a student or family becomes unreachable by e-mail, phone, or USPS mail and accumulates an excess of 20 consecutive unexcused absences, the school will assume that the family has selected another school to attend and failed to contact CVCS. In the event this happens, and the school has made a repeated number of attempts to contact the family by phone, e-mail, certified mail, and visited the student at their last known address, the school will withdraw the student from the school and send a letter to the student's home address to notify the family. However, if the student or family reappears within the same school year, CVCS will accept the student back into the school program, but will first require a meeting with the Head of School upon reenrollment.

At the reenrollment meeting, the parent will develop a success plan with the Head of School to improve attendance or, if the parent can voluntarily decide to remove their child(ren) from CVCS, a Transfer Form will need to be completed. Parents of student(s) who choose to withdraw from CVCS must designate on the Transfer Form where they intend to enroll their child(ren) for the remainder of the school year.

No student under 17 years of age shall be permitted to withdraw from enrollment on their own. Students 17 years of age require the express written, and informed consent of their parent or guardian to withdraw from enrollment, unless student has files and been granted emancipation under the Act (750 ILCS 30) Emancipation of Minors Act. Students over the age of 17 are allowed to withdraw on their own. Specific provisions for informed consent shall include, but not be limited to:

- an accommodation for limited English-speaking populations;
- a general description of the rights to educational services being waived as a result of dropping out;
- a description of the rights to educational services withdrawing students retain under the law, including the right of dropouts to return to school and to a due process appeal if the right to return to school is challenged by the local school;

- information regarding adult and alternative educational services available in the community; and
- information provided to the student as well as the parent or guardian summarizing the likely adverse consequences that result from dropping out of school.

Withdrawal Process

We will do our best to help students and families succeed in this environment, but we also understand circumstances arise that may cause a family to leave CVCS. If such circumstances arise, please contact your student's CVCS homeroom teacher/advisor to discuss the withdrawal process. CVCS also requires parents to complete a Transfer Authorization Form, found in the Main Office as well as in the appendix of this handbook. The form requires the legal guardian to fill out the following information:

- Student(s) name(s)
- Current date
- Effective date of withdrawal/transfer
- Name of school the student(s) will transfer to, or educational plans
- Reason for withdrawal/transfer
- Parent/legal guardian signature

K12 will e-mail or mail pre-paid shipping labels to the family within two weeks of withdrawing from CVCS. The supplied computer, hardware, and materials must be returned in a timely manner. Along with shipping labels, families will receive a list stating the items that need to be returned to K12. Families will be responsible for packing up the materials and taking the boxes to a UPS store to return the identified materials. Failure to return any required items can result in incurred expenses that will need to be paid to the school immediately. In the event that you do not receive the shipping labels, visit the K12 website at www.help.k12.com or call (866) 512-2273 to speak to a Customer Support service representative.

Students in Temporary Living Situations (STLS) Policy

Chicago Virtual Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless and to protecting their rights under Federal and State law.

Chicago Virtual Charter School agrees that it is our goal is to ensure that all homeless children who attend Chicago Virtual Charter School receive the same services provided by the Chicago Public Schools to homeless children and that we will provide services to homeless children at the same level that CPS provides those services. Chicago Virtual Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 et seq.) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 et seq.) and all other laws that protect the rights of homeless children. Chicago Virtual Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and Chicago Virtual Charter School shall not interfere with the Board's performance of its obligations under the Settlement Agreement.

Bathroom Policy

CVCS rents space for its classrooms and administrative offices from the Merit School of Music. As a renter in the facility, CVCS does not own or control all persons who enter the building during the school day. In order to provide maximum safety and security for its students, CVCS adopts the following policy and procedures governing student use of bathrooms during the school day.

Student Bathrooms

During the school hours of 8:30-3:30 p.m. first floor bathrooms 116 (girls) and 117 (boys) and second floor bathrooms 218 (girls) and 216 (boys) will be used by CVCS students and only between class periods unless otherwise escorted by an adult.

CVCS Staff and Parent Bathrooms

CVCS teachers, staff, and parents, during the school hours of 8:30-3:30 p.m., can chose to use the family bathrooms located in 118 and 119 in the hallway next to the reception desk. If these bathrooms happen to be locked, Merit's front desk attendant can unlock it. Signs will be posted in main lobby. Bathrooms 116 (girls) and 117 (boys) and 218(girls) and 216(boys) can also be used when not in use by CVCS students.

Class Connect Attendance Waiver Policy

In cases (not addressed in a student's IEP) where parents request that a student be excused from attending a scheduled Class Connect Session and be allowed to view it as a recording, the following criteria must be met:

- Parent requests permission via School E-mail along with a verifiable reason for not being able to attend the live session
- Student has been regularly attending Learning Center classes
- Student is up to date on submission of assignments/quizzes/tests
- Student is "On Track" in their classes on D2L
- Student will turn in an assignment as determined by the CVCS teacher to establish that the recorded session was viewed
- Student completes the daily 300-minute attendance requirement.

Computer Use Policy

All issues regarding CVCS provided computers will be directed to K12 Customer Care. Technical support is available at (866) 512-2273 twenty-fours a day, seven days a week (hours are subject to change throughout the year). CVCS families are expected to use the computer equipment to serve and pursue educational goals of students. In addition, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process upon registering to attend CVCS.

CVCS reserves the right to review any material transmitted using CVCS instructional computing resources or posted to a CVCS instructional computing resource to determine the appropriateness of such material. CVCS may review this material at any time, with or without notice. E-mail or School E-mail transmitted via CVCS instructional computing resources is not private and may be monitored or reviewed at any time.

Family Computer Allocation Policy

Upon request, families that have 3 or more students enrolled at CVCS may receive a second computer. Families with 6 or more students at CVCS may request a third computer.

Grievance Policy

CVCS intends to create a procedure that facilitates solving problems and addressing complaints and concerns in an efficient, timely manner among the directly involved parties.

0.1 Initiating a Complaint

Except as otherwise set forth below, a student, parent, Learning Coach, CVCS employee or administrator or any member of the public who wishes to express a complaint or concern that is not a violation of law (a separate policy governs alleged violations of law) should first address the matter in writing either: (a) with the CVCS employee or administrator involved, or (b) with that employee's or administrator's direct supervisor (including, where applicable, the Head of School). Complaints or concerns relating directly to the Head of School should be addressed with the Board, as provided in Section 0.4 below.

0.2 Involvement of the Affected Employee's or Administrator's Supervisor

When a complaint or concern is initially addressed with an employee or administrator, that employee or administrator shall notify his or her direct supervisor in writing of the complaint or concern as soon as practicable, which notification shall include a summary of actions that have been taken by the employee or administrator to respond to and resolve the complaint or concern. The supervisor shall then determine what additional actions, if any, should be taken.

When a complaint or concern is initially addressed with an employee's or administrator's direct supervisor rather than with the employee or administrator, the supervisor shall as soon as practicable either (a) require the complainant to first address the complaint or concern with the applicable employee or administrator or (b) become directly involved in further communications with both the complainant and the employee or administrator in an effort to resolve the issue. Alternatively, when a complaint or concern is brought to an employee's or administrator's supervisor after it has been addressed with the employee or administrator and no resolution has been reached, the supervisor shall as soon as practicable communicate with both the complainant and the employee or administrator in an effort to resolve the issue.

0.3 Involvement of the Head of School

If the complainant's complaint or concern is not resolved as provided above, the complainant should address the matter in writing with the Head of School. In the event any such matter is addressed with the Head of School, the Head of School shall as soon as

practicable (a) notify the Board and its attorney in writing, (b) discuss the matter with the applicable parties, (c) gather and consider such information as he or she deems appropriate, which shall in each case include consultation with the Board and its attorney and may also include consultation with CVCS employees and administrators and outside experts, (d) make a finding on the matter, and (e) notify the Board in writing of such finding, which notification shall include a summary of the information gathered and considered by the Head of School in making such finding.

0.4 Involvement of the Board

If a complaint or concern is addressed as provided above and the complainant is dissatisfied with the Head of School's finding on the matter, the complainant may appeal the decision in writing to the Board, which may in its sole discretion hold a meeting to review the finding of the Head of School, to hear the applicable parties, to gather and consider such information as it deems appropriate, which may include consultation with CVCS employees and administrators and outside experts (including, without limitation, attorneys), and to make a decision regarding the complainant's appeal. Generally, all parties involved, including the CVCS administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues.

If a complaint or concern relates directly to the Head of School, the complaint or concern may be addressed in writing with the Board, which may in its sole discretion hold a meeting regarding the matter to hear the applicable parties, to gather and consider such information as it deems appropriate, which may include consultation with CVCS employees and administrators and outside experts (including, without limitation, attorneys), and to make a decision regarding the matter.

Pursuant to the Illinois Open Meetings Act, the Board may elect to hold any meeting described in this Section 0.4 in Executive Session if the subject matter qualifies.

Meetings described in this Section 0.4 shall not be adversarial in nature. While attorneys representing parties attending any meeting described in this Section 0.4 are welcome, counsel shall not be permitted to examine or cross-examine witnesses or make formal evidentiary submissions. Counsel for any party attending a meeting described in this Section 0.4 may make a statement on behalf of his or her client during such meeting, or make a written submission to the Board within 48 hours after the conclusion of such meeting.

If a complaint or concern is not properly addressed using the process outlined in Sections 0.1 through 0.4 above, the Board will ask the complainant to follow the appropriate steps outlined above before the Board considers the matter.

To make an appeal to or otherwise address a matter with the Board, a letter summarizing the complaint or concern, including dates and all pertinent information, should be forwarded to the President of the CVCS Board at CVCSBoardPresident@chicagovcs.org. Where appropriate, the Board will endeavor in good faith to promptly notify the Head of School of any such matters that are appealed to or otherwise addressed with the Board.

0.5 Documentation of Grievances

All complaints and concerns addressed pursuant to this policy, regardless of their nature, shall be documented and filed with the Secretary of the Board, which documentation and filing shall include a detailed description of (a) the underlying matter, (b) each party listed above with which such matter has been addressed and (c) all actions taken, information gathered and findings made by each such party with respect to such matter.

Progress Policy

Chicago Virtual Charter School (CVCS) is a publicly funded school established pursuant to the Illinois Charter School Act (the Act), 105 ILCS 5/57A-1, et. Seq. CVCS has the responsibility to ensure all students enrolled in the school receive adequate, challenging instruction that is age-appropriate and aligned to state standards. The unique blended pedagogical model CVCS offers its students combines face-to-face and virtual online instruction, in addition to participation in requirements set forth by the school and the state of Illinois. Because CVCS students do not come daily into the school's Learning Center to meet with their CVCS teachers, it is critical that parents (or a legal guardian) who identify themselves as a Learning Coach fulfill their obligation to ensure students work daily in the prescribed curriculum and to monitor their student's academic progress within their courses.

One of the missions of CVCS, as expressed in the Act, is to "increase learning opportunities for all pupils, with special emphasis on expanded learning opportunities for at-risk students." The CVCS charter also expresses the school's emphasis on increasing learning opportunities and experiences of at-risk students in order to promote academic success.

In order to assist all CVCS students, particularly at-risk students, in working to their full potential and achieving academic success, it is important that the school defines for its students and their parents what constitutes "progress" within a hybrid curriculum. Once "progress" is defined, the administration and CVCS teachers can identify

students at-risk of academic failure, and provide a range of remedial measures that will address students' learning problems.

Measuring Student Progress

Daily lesson completion is mandatory for all students enrolled in the school. Progress is assessed daily through a variety of actions, such as completing online work, submitting assignments through the course Dropbox, or participating in active discussions. Students also display mastery through completion of projects, papers, tests, quizzes, or by participation in a Class Connect session.

Using the assessment means described above, CVCS student academic "progress" can be defined as follows:

- Assignments submitted in the course Dropbox and quizzes/tests completed online; and
- All coursework must be submitted on time.

Monitoring Student Progress

CVCS recognizes that not all students who are struggling academically may be able to adhere to the suggested pacing guidelines, specifically those who have an Individualized Education Plan (IEP) and/or students who may be identified as a Response-to-Intervention (RtI) Tier 2 or Tier 3 student in need of some additional assistance or support. Students with an IEP will have appropriate accommodations and modifications in place to assist them in meeting their appropriate benchmark goals to determine whether they are eligible for a promotion. RtI Tier 2 or Tier 3 students will have appropriate interventions, which will include, but not be limited to, progress pacing accommodations, modified curriculum materials, enhanced academic support, and an Individual Learning Plan.

Student Acceptable Use Policy

In order to access online curriculum at CVCS, students must access the Internet, but such access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, CVCS believes that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. CVCS especially appreciates partnering with parents to teach responsible Internet use. The following policy on acceptable use of CVCS technology equipment and resources by students is intended to provide the CVCS community with guidance as to how to use the valuable educational tool that is the Internet in a responsible manner. Please see the Appendix for the CVCS Acceptable Use Agreement, which must be signed by a parent or guardian.

RULES FOR STUDENT USE OF THE INTERNET WITH CVCS TECHNOLOGY EQUIPMENT

- Always use a computer in a way that shows consideration and respect of others.
- Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
- CVCS takes the integrity and authenticity of its students' work very seriously. Students must not cut, copy, or plagiarize Internet content or the work of their classmates.
- E-mail is not private. Students should not say anything via e-mail that they would not mind seeing on a school bulletin board or in the local newspaper.
- Students should beware of e-mails from anyone, particularly adults they do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Students should notify immediately their CVCS teachers, CVCS personnel, parents, and/or their Learning Coach if they receive a message that is inappropriate or makes them feel uncomfortable.
- Students' e-mail with their online classmates should be course-related. Students shall not send unsolicited e-mail to online classmates.
- Students shall not post personal information on the Internet about themselves or other people. "Personal contact information" includes addresses, telephone numbers, school address, work address, pictures or video bites or clips.
- Students shall not agree to meet with someone they have met on the Internet without their parents'

approval and participation.

- Students shall not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another individual's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing," "snooping," or "electronic discovery."
- Students shall not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data.
- Students shall not use CVCS equipment to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of other individuals, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.
- Students shall not use CVCS equipment to solicit information with the intent of using such information to cause personal harm or bodily harm to others.
- Students shall not post information that could endanger an individual, cause personal damage, or a danger of service disruption.
- Students shall not knowingly or recklessly post false or defamatory information about a person or organization.
- Students shall not engage in personal attacks, including prejudicial or discriminatory attacks. Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
- Students shall not engage in "cyber bullying." Cyber bullying means the use of information and communication technology to bully, embarrass, threaten, or harass other students or CVCS staff members by way of sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:
 - Physically, emotionally, or mentally harming a student or CVCS staff member;
 - Placing a student or CVCS staff member in reasonable fear of physical, emotional, or mental harm;
 - Placing a student or CVCS staff member in reasonable fear of damage to or loss of personal property; or
 - Creating an intimidating or hostile environment that substantially interferes with a student's education opportunities.
- Students shall not repost a message that was sent to them privately without permission of the person who sent them the message.

System Security Obligations

- Security is a high priority, especially when the system involves many users. If students identify a security problem in the CVCS computers, network or Internet connection, notify a CVCS teacher or other CVCS personnel.
- Protect your password. Keep it secret from anyone other than your parents.
- Students should take all necessary measures to avoid the inadvertent spread of computer viruses by following CVCS/K12 virus protection procedures.

Due Process

- CVCS will cooperate fully with local, state or federal officials in any investigation concerning or relating to any illegal activities conducted through CVCS technology equipment.
- In the event there is an allegation that a student has violated the CVCS Acceptable Use Policy, the student will be provided with a written notice of the alleged violation and will have an opportunity to present an explanation. Student violations of the CVCS Acceptable Use Policy also may be handled pursuant to the Chicago Public Schools Student Code of Conduct if CVCS officials deem it appropriate.

Internet Service Provider (ISP) Reimbursement Policy

Families who qualify for Free and Reduced Lunch are eligible for Internet reimbursement. The Internet reimbursement form must be completed two times a year for the months in which your student was enrolled and was using the Internet to access the LMS. The deadline to turn in the reimbursement form, along with at least one actual bill from your Internet connection provider, is December 22, 2017. If the deadline is missed, you will not be reimbursed until the next opportunity for reimbursement in June. Reimbursements will be provided to those who

provide an actual bill from their Internet connection provider and only if the appropriate forms are completed. Checks will be distributed for those who met the deadline in the month of January.

Families who enroll after December 22, 2017 will be able to submit an Internet reimbursement form at the end of the year. The deadline to turn in the end-of-the-year reimbursement form, along with at least one actual bill from your Internet connection provider, is June 1, 2018. If the deadline is missed, parents will not be reimbursed (no exceptions). Checks will be distributed for those who met the deadline at the end of the school year. A blank form and more details can be found in the Appendix at the end of this handbook.

ISP checks are issued twice a year to the families who qualify. Each CVCS student in the family must meet the following criteria in order to receive the ISP reimbursement check:

- Participate in D2L (Desire to Learn) or OLS (Online Learning System) for sixty (60) days;
- Be enrolled on the day checks are issued;
- Participate in all required testing;
- Successfully complete assigned coursework;
- Have a passing grade in the majority of subjects on November 27, 2017 and May 4, 2018 for each reimbursement time frame; and
- Have at least 300 minutes of logged attendance daily.

Appendix

Learning Coach Description

ACCOUNTABILITY SUMMARY:

Learning coaches ensure that students are completing their coursework, as instructed and assigned by their content CVCS teachers, and collaborate with CVCS teachers when help when is needed.

ESSENTIAL FUNCTIONS/RESPONSIBILITIES:

INSTRUCTION

- Assists the CVCS teacher by supervising the student's completion of work.
- Assists the CVCS teacher by supervising the completion and delivery of student work that is not done at the Learning Center
- Assists with the CVCS teacher by supervising the student completion of assessments that are not proctored at the Learning Center
- Collaborates with the CVCS teacher, and other CVCS staff members, with the planning and implementation of interventions, accommodations, and modifications to the curriculum as necessary.

STUDENT ACHIEVEMENT

- Communicates regularly with the appropriate CVCS teachers and support staff about student performance, progress, and academic expectations
- Collaborates with the CVCS teacher and assists with the escalation and/or intervention processes to insure student success

PROFESSIONALEXPECTATIONS

- Participates in Parent Professional Development/Parent University sessions
- Participates in monthly meetings with CVCS administration and Learning Coach Teacher
- Monitor and record accurate student attendance daily.
- Attends to parent-teacher meetings when requested
- Ensure that the students are on task when completing assigned work

CRITICAL SKILLS:

- Able to interpret and implement instructions provided by the CVCS teacher
- Able to input student attendance data in the student management system
- Able to help students to complete the teacher assigned tasks and assessments
- Able to communicate consistently with the CVCS teachers and CVCS support staff

Learning Coach Handbook “I Understand and Agree” Statement

I have read, understand, and agree with the responsibilities I am assuming as the Learning Coach for my student(s) at the Chicago Virtual Charter School for the 2016-2017 school year, as outlined in the 2016- 2017 CVCS Learning Coach Handbook.

Learning Coach First Name

Last Name

Learning Coach Signature

Date

If the Learning Coach is not the child’s parent or legal guardian:

Parent or Legal Guardian First Name

Last Name

Parent or Legal Guardian Signature Date

Appendix: Student Acceptable Use Agreement

I, _____, the parent/guardian of _____,
(Parent/Guardian Name—Print) (Student Name—Print)

agree to allow my child to have access to the Internet through the CVCS system. I have read and agree to the CVCS Acceptable Use Policy for Internet access, and to be responsible for the behavior of my child. I understand CVCS cannot guarantee the accuracy or appropriateness of information or material that my child may encounter on the Internet.

I shall not hold CVCS responsible for materials acquired by my child on the system, for violations of copyright restrictions, users' mistakes or any costs incurred by my child.

I understand that the following is a non-exhaustive list of activities that will not be tolerated, and that violations may result in disciplinary and/or legal action:

- using obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening or disrespectful language;
- engaging in "cyber bullying" as this term is defined and described in the CVCS Student Acceptable Use Policy;
- violating copyright laws;
- using another person's account and password;
- deliberately engaging in activities that disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data; or
- knowingly or recklessly taking action that threatens the security of the CVCS system.

Parent or Guardian Signature

Date

Appendix: Academic Integrity Policy

I have read and understand the Chicago Virtual Charter School Academic Integrity Policy and will comply with what is outlined in the policy of this handbook. This form is required for all middle school and high school students

Student First Name

Last Name

Student Signature

Date

Parent or Legal Guardian First Name

Last Name

Parent or Legal Guardian Signature

Date

Appendix: Transfer Authorization Form

Student First Name: _____ **Last Name:** _____

Grade Level: _____ **Teacher:** _____ **Date:** _____

I would like my withdrawal effective (MM/DD/YYYY):

Reason for Transfer: *(Please check only one box that best applies)*

- Student needs structure of brick-and-mortar school
 Parent/personal health issues
 Parent's job interfered/unavailable
 Moved out of area served by school
 Enrolling in another K12 option
 Time commitment/organization skills
 School workload
 IEP Team Decision
 Lack of self-paced option
 School too structured
 Socialization issues
 Workload
 Wants to try new school option available
 Curriculum/material too challenging Other
 (please specify)

Please answer the following two questions:

Based on your experience, how likely are you to recommend CVCS to a family or friend?

- Very Unlikely
 Unlikely
 Neither likely nor unlikely
 Likely
 Very Likely
 Don't know

Based on your experience, how likely are you to recommend CVCS to a family or friend with a similar family or life situation as you?

- Very Unlikely
 Unlikely
 Neither likely nor unlikely
 Likely
 Very Likely
 Don't know

Release of Records: *(Required section in order for transfer to be complete)*

I hereby authorize Chicago Virtual Charter School to release my child's Illinois Student Records, Medical Records, and Test Scores to the following school:

School Name: _____

Phone Number: _____ Fax Number: _____

Name of Contact at this school: _____

School Address: _____

City: _____ State: _____ Zip Code: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

<i>Contact</i>	<i>Phone #, E-mail Address, or Website</i>	<i>Type of Support Provided</i>
K12 Customer Care	(866) 512-2273	<ul style="list-style-type: none"> • Online School (account setup, basic navigation) • Materials (damaged or item missing from kit) • K12 computer hardware problems (CPU, monitor, printer) • K12 computer technical assistance or software problems (Flash player, Adobe Reader)
CVCS Main Office	(312) 267-4486 School Website: http://www.k12.com/cvcs	<ul style="list-style-type: none"> • General questions about the school • Learning Center questions • Student transportation
Operations Manager	(312) 267-4486	<ul style="list-style-type: none"> • Questions about enrollment • Attendance questions and to report excused absences • Student records, transfers, or withdrawals • Medical compliance questions
CVCS Homeroom Teacher/Advisor	CVCS teachers will provide a contact number after they have been assigned students. All CVCS teachers can also be contacted through k- mail in your My Info account.	<ul style="list-style-type: none"> • Curriculum questions • Class Connect session dates and times • Questions concerning student assessments or test scores • Information about school-wide events or field trips
CVCS Administration	(312) 267-4486	<ul style="list-style-type: none"> • School policies and procedures • Program offerings and support (ASP, ELL, SPED) • Testing information and dates • Problems CVCS homeroom teacher/advisors are unable to resolve • Escalate an issue with staff/teachers/advisors
CVCS Guidance Counseling & Advising Department	(312) 267-4486	<ul style="list-style-type: none"> • Counseling support and resources • Letters of recommendation for students • High School graduation requirements and credit recovery • Service Learning Projects and requirements
Special Education	(312) 267-4486	<ul style="list-style-type: none"> • Special Education, 504s, English Language Learners (ELL), and testing questions
K12 Help Website	http://help.k12.com	<ul style="list-style-type: none"> • For a list of frequently asked questions on a variety of topics • Material lists • Backordered items
My Info	Access is through a Learning Coach's OLS account landing page.	<ul style="list-style-type: none"> • Communicate with CVCS teachers and/or staff via e-mail and respond to messages sent from your CVCS teacher, staff, or administration • View the status of shipped materials

Appendix: Important Contact List

Students also may work with other teachers across the country. This allows our students to take advantage of a variety of additional course offerings and receive instruction from highly -qualified teachers who have experience in their content area. Students and parents should use the area below to write in the names and contact information of their other teachers (often known as “IST” teachers) to allow them to easily contact those teachers when necessary. The school counselor serves as the students’ liaison to these teachers and should be a student’s first and immediate point-of-contact for any questions or concerns regarding these teachers.

Teacher	Subject	E-mail Address	Phone #
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

TITLE VII/Title IX Grievance Policy

Chicago Virtual Charter School is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Chicago Virtual Charter School reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

INFORMATION AND ASSISTANCE

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Definition of Sex Discrimination and Sexual Harassment (for Employees):

- Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from any of the following:

Title VII/Title IX Coordinator:

Angela Tucker - Resource Support Teacher
38 S. Peoria Street,
Chicago, IL 60607
Tel. 312-267-4486
atucker@k12.com

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Chicago Virtual Charter School to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the

responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Chicago Virtual Charter School policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the Chicago Virtual Charter School shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Chicago Virtual Charter School' Title IX principles and goals.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Chicago Virtual Charter School will take actions necessary to prevent such retaliation.

DISSEMINATION OF INFORMATION

Chicago Virtual Charter School shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Chicago Virtual Charter School TITLE IX Complaint Form

Purpose: The purpose of this Title IX grievance form is to gather the essential basic facts of the alleged actions in order that, prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 ("Title IX") can be resolved as expediently and appropriately as possible. Retaliation is against the law and will be appropriately addressed if it occurs.

This form only applies to complaints alleging gender discrimination prohibited by Title IX (including sexual harassment and sexual violence).

Instructions: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the appropriate administrator as soon as possible after the occurrence of the alleged discrimination:

Contact our Title IX Coordinator:

Angela Tucker - Resource Support Teacher
38 S. Peoria Street,
Chicago, IL 60607
Tel. 312-267-4486
atucker@k12.com

1. Name of Complainant: _____

Contact information: _____

Home Address City/State/Zip Home Phone _____

Student Grade : _____

Employee School Office Location: _____

2. Nature of Grievance: Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

3. When did the actions described above occur?

4. Are there any witnesses to this matter? (Please circle) Yes No

If yes, please identify the witnesses:

5. Did you discuss this matter with any of the witnesses identified in Item 4?

(Please circle) Yes No

If yes, please identify: Person to whom you have spoken: _____

Date: _____

Method of communication:

6. Have you spoken to any administrator(s) or other CVCS' employee(s) about this matter? (Please circle) Yes No

If yes, please identify: Person to whom you have spoken: _____

Date: _____

Method of communication:

7. Please describe the result of the discussion(s) identified in Item 6:

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS, OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.

I certify that the foregoing information is true and correct.

Print Name

Signature

Date: _____