



Marvin Camras Children's Engineering School

3000 N. Mango Ave.
Chicago, IL 60634
Tel: 773.534.2960 • Fax: 773.534.2963

2024-2025 Student/Parent Handbook

Engineering Our Future

Full-Day PK-8: 8:45am-3:45pm
AM/PM PreK: 8:45-11:50 am/1:05-3:40pm

Clariza Dominicci
Principal

Vanessa Ramos
Asst. Principal

Table of Contents

- [Principal's Message for the year](#)
- [School's Mission, Vision and Pledge](#)
- [School Colors, Mascot and Hours](#)
- [Contact information for office](#)
- [Important Dates](#)
- [School Wide Rules](#)
- [School Wide Hand Signal](#)
- [Acceptable use of technology](#)
- [Anti-Bullying Program](#)
- [Attendance](#)
- [Before/after school behavior](#)
- [Camras Communication](#)
- [Cell phone/other electronics](#)
- [Counseling](#)
- [Dating Violence](#)
- [Discipline](#)
- [Dress code and/or uniform policy*](#)
- [Early Dismissal Procedure](#)
- [Eighth Grade Contract](#)
- [Emergency situations](#)
- [English Language Learner's Supports](#)
- [Field trips](#)
- [Grades, progress, and Promotion criteria](#)
- [Graduation and Promotion Policy](#)
- [Health and Wellness Policy](#)
- [Locker Use policy](#)
- [Mandatory Fees \(Coming Soon\)](#)
- [Medication](#)
- [MTSS](#)
- [Parent/Teacher Meetings](#)
- [Parent Committees](#)
- [Recess/Appropriate Clothing](#)
- [Required Forms and Documents](#)
- [School Closing](#)
- [SNAP/Medical Benefits](#)
- [Smoking and Vaping](#)
- [Special Education](#)
- [SOPPA](#)
- [Sports Teams](#)
- [Visitor](#)
- [Volunteer Policy](#)

Dear Camras Family:

As we open our doors to the 2024-2025 academic year, I extend a warm welcome to all our returning students, parents, and staff, as well as a special greeting to those joining our community for the first time.

At Camras, we believe in nurturing the potential of every student and creating a safe and supportive environment where they can thrive. Our dedicated teachers and staff are committed to providing a transformative learning experience that goes beyond textbooks. This will be evidenced this year through our continued focus on leveraging student voice, implementing Leaders in Me and ensuring every child is engaging in grade level curriculum and beyond while being supported in their learning.

Together, let's embark on a journey of discovery, growth, and innovation. Let's collaborate, learn from each other, and celebrate our achievements as one united family. ***As a reminder, the school day at Camras begins promptly at 8:45 a.m. and ends at 3:45 p.m.*** Every student is expected to come to school in the proper uniform and be prepared to learn on a daily basis. Thank you for being an essential part of our Camras' family. Here's to an exciting and successful academic year ahead!

Respectfully,

Clariza Dominicci, Principal

cdominicci@cps.edu

773-534-2960

Vision: To be a world-class children’s engineering school where every child is celebrated and accepted for their individualism, as they advance academically, present strong habits of mind and lead the global community to prosper.

Mission: Embrace, Encourage, Empower, Enhance

School Pledge: We belong to this community of learners. Our ability and competence will continue to grow with our persistence and perseverance. We can and will solve any problem that we are confronted with by thinking flexibly and striving for accuracy. We will remain open to learning because of its great value.

School Colors: Burgundy and Black

School Mascot: Panthers

School Hours:

SCHOOL HOURS

BELL SCHEDULE

8:45 A.M - 3:45 P.M.

8:40 A.M. -- Line-up Bell

8:45 A.M. --School Begins

3:45P.M. -- Dismissal Bell

Contact information for office:

Business Hours

Website: www.camras.cps.edu

Phone Number: 773-534 2960

Fax Number: 773-534-2963

8:30 A.M - 4:00 P.M

Important Dates:

CPS 2024-2025 Calendar - English

CPS 2024-2025 Calendar - Spanish

Back to School Event	August 15 2-4
First day of School/Last Day of School	August 26, 2024/June 12, 2025
Open House/Parent Orientation	August 29 from 4-6
QUARTER	Each quarter ends on the following day: <ul style="list-style-type: none"> • Q1 ends October 25, 2024 • Q2 ends January 17, 2025 • Q3 ends March 21, 2025 • Q4 ends June 12, 2025
PROGRESS REPORT DISTRIBUTION DAY.	Schools will distribute progress reports on the

These are attendance days for students.	following dates: <ul style="list-style-type: none"> • Q1 on September 26, 2024 • Q2 on November 22, 2024 • Q3 on February 14, 2025 • Q4 on May 2, 2025
PARENT-TEACHER CONFERENCE DAYS Parents are asked to pick up report cards and conference with teachers after the first and third quarters. <i>Parent-Teacher conference days are non-attendance days for students.</i> REPORT CARD DISTRIBUTION DAYS Please note that report cards for the second and fourth quarters will be sent home. These are student attendance days.	<ul style="list-style-type: none"> • Q1 Monday November 4, 2024 • Q3 on Tuesday April 1, 2025 • Q2 on January 24, 2025 • Q4 on June 12, 2025
Holidays and/or Teacher Professional Development Days (Non Attendance Days for Students)	September 2, 2024 September 27, 2024 October 14, 2024 October 26-27, 2023- November 4-5, 2024 November 25-29, 2024 December 23, 2024 - January 3, 2025 January 20-21, 2025 February 17, 2025 February 25, 2025 March 24, 2025 - March 31, 2025 April 1, 2025 April 18, 2025 May 26, 2025
Winter Vacation: Spring Vacation:	December 23, 2024 - January 3, 2025 March 24, 2025 - March 31, 2025
ANTICIPATED SUMMER PROGRAMS –	The earliest anticipated start date for summer programs is June 25, 2025 and may extend into August 2025.

School-Wide Rules

	Be Respectful	Be Responsible	Persevere
All Areas	<ul style="list-style-type: none"> • Follow adult directions • Be mindful of your and others' space 	<ul style="list-style-type: none"> • Follow procedures • Clean up after yourself • Keep hands & feet to yourself 	<ul style="list-style-type: none"> • Stay focused and on task • Stay positive & encourage others • Do your personal best

	<ul style="list-style-type: none"> • Treat others the way you would treat someone who is valuable to you • Use good manners/ and nice words 	<ul style="list-style-type: none"> • Be prepared & make proper decisions • Keep track of all belongings 	<ul style="list-style-type: none"> • Celebrate accomplishments
Hallways	<ul style="list-style-type: none"> • Noise level 0 	<ul style="list-style-type: none"> • Walk safely & slowly • Be mindful of other classes in progress • Go only where you need to go • Always pass on the right 	<p>NOISE LEVELS</p> <p>Level 0: Silent <i>(no talking/making noise)</i></p> <p>Level 1: Whisper <i>(talking closely with a partner)</i></p> <p>Level 2: Table Talk <i>(talking with your table)</i></p> <p>Level 3: Strong Speaker <i>(speaking in front of the class)</i></p> <p>Level 4: Outside Voice <i>(speaking outside)</i></p>
Lunchroom	<ul style="list-style-type: none"> • Noise Level 2 • Touch/Eat <u>ONLY</u> your food • Ask permission to leave your seat 	<ul style="list-style-type: none"> • Keep all food in the lunchroom • Make healthy choices 	
Bathrooms	<ul style="list-style-type: none"> • Noise level 1 • Respect others privacy • Take turns using sink or stall • Always flush • Keep graffiti free 	<ul style="list-style-type: none"> • Use facilities quickly, quietly, and correctly • Inform adult of unsafe/unclean conditions • Wash hand thoroughly • Use only as much toilet paper, soap, and paper towels as needed 	
Playground	<ul style="list-style-type: none"> • Use appropriate language • Use equipment how it should be used • Be patient and wait your turn 	<ul style="list-style-type: none"> • Play only in designated areas • Play safely on equipment • Share equipment • Dress appropriately for all weather 	

School-Wide Hand Signal - Give me 5 or Show 5



Acceptable use of technology

For full policy please visit [Student Policy | Chicago Public Schools \(cps.edu\)](https://cps.edu/StudentPolicy)

A. Privacy. Students have no expectation of privacy in their use of the CPS Network and Computer Resources. By authorizing student use of technology resources, CPS does not relinquish control over materials on the systems or contained in files on the systems. There is no expectation of privacy related to information stored or transmitted over the CPS Network or in school systems. CPS reserves the right to access, review, copy, store, or delete any files stored on Computer Resources and any student communication using the CPS Network or school system. Electronic messages and files stored on CPS computers or transmitted using CPS systems may be treated like any other school property. District administrators may review files and messages to maintain system integrity and, if necessary, to ensure that students are acting responsibly. CPS may choose to deploy location tracking software on Computer Resources for the sole purpose of locating devices identified as lost or stolen.

B. Monitoring. The Department of Information & Technology Services (ITS) has the right to access, search, read, inspect, copy, monitor, log or otherwise use data and information stored, transmitted and processed on the CPS Network and Computer Resources in order to execute the requirements of this policy. CPS Network including but not limited to internet and email usage may be monitored and audited by the school management and ITS for appropriate activity or oversight purposes. ITS reserves the right to: (1) access and make changes to any system connected to the CPS Network and Computer Resources to address security concerns, (2) deny student access to any system to address security concerns, and (3) determine what constitutes appropriate use of these resources and to report illegal activities. ITS may intercept and/or quarantine email messages and other messaging services for business, legal or security purposes. 3 V.

General Provisions.

A. Acceptable Use. CPS provides E-mail, bulk communication tools (e.g. BlackBoard Connect) and other collaboration tools (e.g. CPS Google Classroom), internet access and other CPS Network tools and Computer Resources to students for educational and school-related purposes only. When using the CPS Network, students must conduct themselves in a responsible and appropriate manner.

B. Unacceptable Use. Unacceptable use of the CPS Network and Computer Resources are prohibited. Students shall not use the CPS Network or Computer Resources including access to the

internet, intranet, collaboration tools, bulk communication tools, social media or email to use, upload, post, mail, display, store, or otherwise transmit in any manner any content, communication or information that, among other unacceptable uses:

1. is hateful, harassing, threatening, libelous, defamatory or otherwise meant to bully or intimidate others;
2. is offensive or discriminatory to persons based on race, ethnicity, national origin, gender, gender identity, sexual orientation, age, physical or mental illness or disability, marital status, economic status, immigration status, religion, personal appearance or other visible characteristics;
3. constitutes or furthers any criminal offense, or gives rise to civil liability, under any applicable law, including, without limitation, U.S. export control laws or U.S. patent, trademark or copyright laws;
4. constitutes use for, or in support of, any obscene or pornographic purpose including, but not limited to, the transmitting, retrieving or viewing of any profane, obscene, or sexually explicit material;
5. constitutes use for soliciting or distributing information with the intent to incite violence, cause personal harm or bodily injury, or to harass, threaten, or "stalk" another individual;
6. contains a virus, trojan horse, ransomware or other harmful component or malicious code;
7. constitutes junk mail, phishing, spam or unauthorized broadcast email;
8. violates the security of any other computer or network or constitutes unauthorized access or attempts to circumvent any security measures;
9. obtains access to another individual's CPS Network account, files or data, or modifies their files, data or passwords;
10. impersonates any person living or dead, organization, business, or other entity;
11. degrades the performance of, causes a security risk or otherwise threatens the integrity or efficient operation of, the CPS Network or Computer Resources;
12. deprives an authorized individual from accessing CPS Network or Computer Resources;
13. obtains Computer Resources or CPS Network access beyond those authorized
14. engages in unauthorized or unlawful entry into a CPS Network system;
15. enables or constitutes wagering or gambling of any kind;
16. accesses, distributes, downloads or uses games except when an assigned educational activity;
17. promotes or participates in any way in unauthorized raffles or fundraisers;
18. plagiarizing any information gained on or through use of the CPS Network or Computer Resources;
19. engages in private business, commercial or other activities for personal financial gain;
20. accesses or distributes unauthorized information regarding user passwords or security systems;
21. falsifies, tampers with or makes unauthorized changes, additions or deletions to data located on the CPS Network or school systems;
22. installs, downloads or uses unauthorized or unlicensed software or third party system;
23. violates the terms of use specified for a particular Computer Resource, CPS Network system or school system;
24. violates any express prohibition noted in this policy or the Student Code of Conduct;
25. engages in hacking (intentionally gaining access by illegal means or without authorization) into the CPS Network or school system to access unauthorized information, or to otherwise circumvent information security systems;
26. engages in inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images, or other sexual activities;

27. downloads unauthorized games, programs, files, electronic media, and/or stand-alone applications from the internet that may cause a threat to the CPS Network; 4
28. constitutes use that disrupts the proper and orderly operation of the school;
29. use of proxy servers or virtual private networks to bypass network security systems (firewalls, etc.); or
30. accesses, distributes or downloads non-educational materials or inappropriate content or materials.

C. Software Installation. Students are not authorized to install software on CPS equipment unless supervised and approved as part of an educational program or task. ITS may remove student-installed software at any time in order to preserve or protect the CPS Network or Computer Resources or for any other reason deemed necessary by ITS.

D. Filtering and Blocking. CPS is required to protect students from online threats, block access to inappropriate content, and monitor internet use by minors on school networks in accordance with CIPA. ITS is responsible for managing the district's internet filter and will work with school administrators to ensure the filter meets the academic and operational needs of each school while protecting minors from inappropriate content per CIPA. The district's use of filtering software does not negate or reduce a student's obligation to abide by the terms of this policy and to refrain from disabling filters or accessing inappropriate content online. Parents should be aware that despite the district's good faith efforts at filtering, objectionable content might be available either due to an individual using unauthorized means to bypass filtering or as a result of the creation of objectionable content that has not yet been identified by filtering software.

E. Passwords. Students are required to adhere to password requirements set forth by CPS when logging into school computers, networks, and online systems. Students are not authorized to share their password under any circumstance.

F. Access Privilege. Student use of the CPS Network and Computer Resources is a privilege, not a right. When a student uses the CPS Network or Computer Resources in a manner that violates this policy or the Student Code of Conduct, his/her access may be suspended or revoked.

VI. Communication with CPS Staff and other Adults Who Work in Schools.

A. Exclusive Use of CPS Network. Students must use authorized CPS Network systems (e.g. CPS email, Google Classroom) for all electronic communications with CPS staff and other adults who work in schools, except when the communications are specifically authorized as set out below.

B. Phone and Text Communications.

1. Students are prohibited from calling or leaving a voice message on the personal telephone or mobile device of a staff member or other adult who works in a school except when authorized under sections VI.B.5 and 6 below.

2. Elementary students are prohibited from communicating with CPS staff and other adults who work in schools via text messaging, instant messaging or telephone, except when authorized under sections VI.B.5 and 6 below.

3. High Schools students are prohibited from communicating with CPS staff and other adults who work in schools via text messaging, instant messaging or telephone, except when authorized under sections VI.B.5 and 6 below, and except for authorized pre-approved safety meet-up communications, including field trips where: a. The parent/guardian and principal both provide prior written permission to the text messaging, instant messaging and telephone communications, and b. Communications are sent as group texts/messages with the parent/guardian on the text message or instant message and also include the staff/adults CPS email address as a recipient of the message for proper retention of communications. 5

4. Students may receive bulk text notifications and alerts on their personal mobile device from their school when their parent/guardian provides written permission to enroll and receive these text notifications and alerts.

5. Students in grades 4 – 12 enrolled in a CPS Program for Re-Engagement of Out-of-School Youth, Chronic Truants, the Student Outreach and Re-Engagement Centers (SOAR), Juvenile Justice (JJ) teams, or Students Exiting Juvenile Detention Facilities (“Program”) may communicate via text, instant message with the CPS staff member(s) assigned to the student when authorized in writing by the Program manager. The requirements for a student to phone, text, or instant message with a CPS staff member shall be listed in the student’s Program enrollment materials and the student must follow all listed requirements.

6. The Chief Executive Officer for CPS may authorize additional programs under which a student may have text, or instant message communications with a CPS staff or other adult who works in a school. In such cases, a student must:

(a) receive written authorization from the manager of the CEO-authorized program to engage in text, or instant message communication with a CPS staff or other adult who works in a school, and

(b) abide by the text, or instant message communication requirements listed in the student’s program enrollment materials.

C. Personal Email. Students are prohibited from communicating with CPS staff and other adults who work in schools via the personal email of a staff member or other adult who works in a school. Students must use their CPS email account to engage in email communications to CPS staff or other adult who works in a school.

D. Social Media. Students shall not communicate with CPS staff and other adults who work in the school via the staff/adult’s Personal Social Media or otherwise through non-CPS Social Media. Students shall not add, invite, follow or accept the request of any CPS staff member or other adult who works in a school to be a ‘friend’ or contact on any Personal Social Media or non-CPS Social Media account. Students may use CPS Social Media communicate with CPS staff members or other adults who works in a school.

E. Other Electronic Communications. Students are prohibited from communicating with CPS staff and other adults who work in schools via any group messaging application or other electronic or online tool except via tools provided on the CPS Network or otherwise authorized by ITS (e.g. CPS Google Classroom, BlackBoard Direct).

F. Exceptions.

1. Nothing in this section shall restrict communications between a student and their parent/guardian or other family members;

2. Nothing in this section shall restrict emergency Communications involving the health and safety of a student in which case the student should include more than one CPS staff member on the contact.

3. Out of school youth, vulnerable or highly mobile youth that do not have an active CPS email accounts or if the contact is of urgent nature and it is not possible to arrange a CPS email account in time to address the situation may communicate via their personal email account to CPS staff’s CPS issued email account.

G. Reporting Improper Contact.

Any student who receives a communication from a staff member or other adult who works in a school via the student’s mobile device, personal email or personal social media or non-CPS social media or is asked to provide contact information for this purpose should (except when authorized above) should:

1. Immediately notify their parent/guardian and principal or school administrator;

2. Show or provide a copy of the communication to their parent/guardian and also the principal or school administrator; or

3. Call the CPS Student Protections Hotline at 773-535-4400.

6 VII. Notification of Misuse.

Students have a duty to protect the security, integrity and confidentiality of the CPS Network and Computer Resources. Students must immediately notify a teacher or other school staff if they have identified a security problem or are aware of any unauthorized access, use, abuse, misuse, injury, degradation, theft or destruction of the CPS Network or Computer Resources. VIII. Discipline. Failure to abide by this policy may subject a student to discipline in accordance with the Student Code of Conduct.

IX. Student Protections. Students should promptly report to a teacher or other school staff member any communication they receive that is inappropriate or makes them feel uncomfortable. If a student is harassed, intimidated, bullied or threatened through the CPS Network, Computer Resources or otherwise, he/she should contact their principal or the Office of Student Protections & Title IX, or call the CPS Student Protections Hotline at 773-535-4400

Anti Bias / Bullying Policy

For full policy please visit [section-4-addressing-bullying-and-bias-based-behavior-policy.pdf](https://cps.edu/section-4-addressing-bullying-and-bias-based-behavior-policy.pdf) (cps.edu)

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 or intentionally harm others.
- I will try to help anyone I suspect is being bullied or harmed.
- I will work to include students who are left out.
- If someone is being bullied or harmed, I will tell an adult at school and an adult at home

Bullying and Bias-based behaviors are prohibited and are considered a violation of the CPS Student Code of Conduct and subject to discipline when occurring:

- 1) during any school-sponsored or school-sanctioned program or activity;
- 2) 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”);
- 3) through the transmission of information from a CPS computer or computer network, or other electronic school equipment;
- 4) 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;
- 5) 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;
- 6) when it is a Student Code of Conduct (“SCC”) Group 5 or 6 behavior that occurs off campus but most seriously disrupts any student’s education

Definitions

1. **“Bias-based Behavior”** is any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected category within the school community that is of a discriminatory or harmful nature.
2. **“Bullying”** means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria. Note: if the behavior or part of the behavior is Bias-based or targeted at a member of a protected category please see the responding to Bias-based behaviors guidelines.
 - 1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s).
 - 2) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
 - 3) The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s).
 - 4) The behavior has or can be reasonably predicted to have one or more of the following effects:
 - a) placing the student in reasonable fear of harm to the student's person or property;
 - b) causing a substantially detrimental effect on the student's physical or mental health;
 - c) substantially interfering with the student's academic performance; or
 - d) 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. Knowingly making false accusations of bullying will be investigated and will be treated as bullying behavior that is subject to discipline under the Student Code of Conduct. This list is meant to be illustrative and non-exhaustive.
3. **“Cyberbullying”** means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when 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 nonschool-related activity, function, or program.
4. **“Discrimination”** is treating an individual less favorably because of their actual or perceived membership in one or more of the Protected Categories.
5. **“Harassment”** is any unwelcome verbal, nonverbal, visual, or physical conduct that is based on an individual's actual or perceived membership in one or more of the Protected Categories, as defined in the Final New Comprehensive NonDiscrimination, Harassment, Sexual Harassment, Sexual Misconduct And Retaliation Policy, that is persistent, pervasive, or severe and objectively offensive and unreasonably interferes with, limits, or denies an individual's educational or employment access, benefits, or opportunities. Unwelcome conduct may include, but is not limited to, bullying, intimidation, offensive jokes, slurs, epithets or name calling, assaults or threats, touching, ridicule or mockery, insults or put-downs, offensive objects or pictures, messages sent via email, text or social media, sexual advances, requests for sexual favors, conduct of a sexual nature, or any other sex-based conduct.

6. **“Microaggressions”** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their actual or perceived Protected Category membership such as race, sexual orientation, and gender identity (Adapted from Wing Sue, Derald. "Racial Microaggressions in Everyday Life," 2010).
7. **“Protected Categories”** are an individual's actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation. bias-based behavior policy addressing bullying and 34 Chicago Public Schools Student Rights & Responsibilities 35
8. **“Peer Conflict”** means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in respectful communication, personal boundaries, and peaceful conflict resolution. “Racial Discrimination” is any distinction, exclusion, restriction or preference based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of school, school and district life (Adapted from United Nations, 2019).
9. **“Retaliation”** means any form of intimidation, reprisal, or adverse action or change to educational program or activity taken against a student for having made a complaint or report of bullying or bias based behaviors whether made internally or externally with federal, state, or local agency, or for participating, aiding, or refusing to participate in an investigation, proceeding, or hearing related to a report or complaint of bullying or bias based behaviors. Retaliation is considered to be a form of bullying and is prohibited according to this policy. All substantiated allegations of retaliation are subject to discipline under the Student Code of Conduct.
10. **“Restorative Practices”** means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs. Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better

Students who experience or witness Bias-based behaviors are to report these to a school-based staff member. Alternatively, students can make reports directly to the Office of Student Protections and Title IX in the following ways:

- Online: Complete and submit a complaint form located at cps.edu/osp

- Via Email: Submit complaints to civilrights@cps.edu.
- Via Telephone: Submit complaints to 773-535-4400.
- In Person or By Mail: Submit complaints directly to OSP in person or via USPS mail to 110 N.

Paulina St., Chicago, 60612.

Attendance

Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career

Attendance – School-Wide Goal = 96% **In order for a student to have a minimum 96% attendance for the entire school year, that student can miss no more than 7 days of school for the entire year. Students CANNOT reach an overall 96% attendance once a student has been absent 8 or more times.*

Students are expected to be in school every day. Three individual unexcused absences or two consecutive absences will result in parental contact by the homeroom teacher. Four or more absences will result in parental contact by a non-teacher staff member and/or administration. Tardies, early dismissals, and excused/unexcused absences will be considered during remediation plans(that may include a parent meeting) will be followed according to student's needs.

- Tardies
 - Students arriving after 8:50 a.m. will be marked tardy.
- Early Dismissals
 - Students leaving school prior to the close of the school day must be picked up by their parent, guardian or designated adult (18 years +) with proper identification.
 - If a student is dismissed before 2:45pm, it is considered a half-day absence.
 - These absences may be considered when establishing attendance interventions.
 - Early dismissals will not be granted after 3:15
- Excused Absences
 - If a child is absent due to illness or other reasons, parents should call the school at 773-534-2960 by 10:00 a.m. on the day of the absence and send a note to the classroom teacher explaining his/her absence the following day.
 - A doctor's note is required before a child that has had a communicable disease is admitted to class.

Arrival and Dismissal

- Please ensure students are on time every day. **School starts promptly at 8:45am and ends at 3:45pm. Please ensure your child is picked up on time every day.** Excessive tardiness and late pick ups will result in a parent meeting with the homeroom teacher and/or administration. Please use the crosswalk at the end of each block to cross the street. Crossing in the middle of the street is dangerous.
- Please follow traffic/parking laws and remain behind the flags until your child's classroom is outside. Please follow all arrival and dismissal procedures from school staff. These procedures help us ensure that arrival and dismissal procedures go smoothly.
- We ask parents to respect rules for arrival and dismissal. There is NO parking on the three sides of the school building nor across the street on Mango. These are residential/school parking.
- For arrival, we have the kiss and go program on Mango Ave. You may drop off your students in front of the school and they can walk to the lines. Cones are placed for buses to be able to pull in. Please do not park inside of the cones. Please do not double park or try to kiss and go on Wellington or Barry. This causes confusion and has been a safety hazard.

- For dismissal, please do not park or move your car from 3:30-4:00 on the 3000 block of North Mango (front of the school) or any of the alleys.

Playground doors	Door 11	Main Doors	Door 2	Door 3	Wellington Doors
Kinder, 3rd, 7th	2nd, 4th, 8th	115, 116, 119	111, 113	1st	5th, 6th

Before/After School Behavior

Students are expected to follow the rules and expectations of the school while they are on school property before and after school. Students will face disciplinary action if found behaving poorly during this time. Negative behaviors include: swearing, pushing, or bullying other students.

Camras Communication

We have moved the majority of our communication online:

1. We use SNAP! Connect (previously known as SchoolCNXT) [Snap! Connect \(schoolcnxt.com\)](http://schoolcnxt.com). This is like a private facebook site for our school. It provides a way to upload school and community information, allows for private messaging with families and staff members, and has two way translation capacity for multiple languages.
2. Email - We email school wide communication or one to one communication to the email addresses in aspen.
3. Website - One way communication on our website www.camras.cps.edu
4. Parent Portal allows parents to access their child(ren)'s grades and attendance at any time.
5. The school phone number is (773) 534-2960. The school fax number is (773) 534-2963.

Cell Phones/other electronic devices

To support a safe and respectful learning environment, Camras has established the following cell phone calling and texting policy.

Students will be allowed to carry a cell phone to school provided that both students and parents agree with all of the following statements:

- Having a cell phone on in school is disruptive to the educational process.
- A student's cell phone must be POWERED OFF during the school day: which includes but is not limited to: during classes, lunch/recess, in the hall/stairways and/or in the bathroom. It CANNOT BE in silence or vibrate. Cell phones and other electronic devices may not be used during class time unless specified by the teacher as part of lesson or activity.
- It is a violation for the student to communicate using his/her device with anyone (including parents), except under direct teacher or administration supervision.
- Parents should call the school for any emergency situation or early dismissal and a member of the faculty or staff will then contact the student. DO NOT TRY TO CONTACT THEM BY TEXTING OR CALLING.
- Failure to abide by the established policy will result in the confiscation of the phone and disciplinary action in line with the CPS Student Rights and Responsibilities
- Repeated violations of the established policy may result in the suspension of the right to possess a cell phone while in school.
- Camras is not responsible for any lost, misplaced, or stolen cell phones or other electronic devices.

If a student is observed using a cell phone or other electronic device, staff members may confiscate the device and turn it into the main office. A parent/guardian will have to come to the school to pick up the device.

Counseling

School counselors work with students, families, teachers, administrators, and others to address all students' academic, career and social/emotional needs. As state-licensed, educational leaders with master's degrees, school counselors work to ensure that all students have the opportunity to be successful.

Dating Violence

Any school employee who is notified by a parent, guardian or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth 13 complainant who is protected from that person's acts under the domestic or family violence laws of Illinois. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship. These allegations or suspicions should be reported to the Office of Student Protections and Title IX immediately. The principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (<http://policy.cps.edu/download.aspx?ID=43>).

Discipline

Camras follows the Chicago Public Schools Students Code of Conduct, which is now known as The Student Rights & Responsibilities is adopted by the Chicago Board of Education each year to help create a safe and supportive learning environment for all students and school personnel. The handbook contains the Student Code of Conduct (SCC), which sets forth clear expectations for responsible student behavior. The SCC also provides a transparent and restorative disciplinary process that addresses the root causes of behaviors, repairs harm, and promotes social and emotional development.

For more information: <https://www.cps.edu/about/policies/student-code-of-conduct-policy/>

Detentions

- If a student is assigned detention by a staff member, the staff member or student will contact the parent to make arrangements for the student to stay. They will stay with the student.
- Please remember recess/lunch detention is against CPS policy unless logical consequence based on a lunch/recess infraction.
- Students serving administration issued detentions should report to the main office. If administration assigns a detention, they will contact the parent/guardian and make arrangements for the student to stay.

Dress Code/Uniform Policy

- PreK-2nd grade: Burgundy Camras' T-shirt and black joggers. Solid Burgundy Sweater or cardigan
- 3rd-5th grade: Burgundy Polo Shirt and Solid Khaki or Solid Black Pants. ON PE days, students will wear Camras' burgundy t-shirt with Camras black sweatpants/shorts. Only Camras or solid colored burgundy sweatshirts or cardigans may be worn.
- 6th-8th grades: Black Polo Shirt and Solid Khaki or Solid Black Pants. On PE days, students will wear Camras' black t-shirt with Camras burgundy sweatpants. Only Camras or solid colored black sweatshirts or cardigans may be worn.
- All students must wear gym shoes daily. In case of inclement weather, students may wear boots to school and change into gym shoes at school.
- Hoodies will not be allowed.

We will no longer be selling the uniform at Camras. You may purchase everything except the khaki and solid black pants at Trendy Topics 5545 W. Belmont Ave. <https://www.trendytopicschicago.com/schoolstores>

Early Dismissal Procedures

- Please schedule medical appointments for students after school hours.
- Early dismissal can only be obtained from the main office.
- Early dismissals count against student attendance.
- Students will not be called to the office until the parent has arrived and completed the early dismissal form.
- **Early dismissals will not be granted after 3:15..**

Eighth Grade Contract

Participation in 8th grade trip(s) including luncheon, and/or graduation ceremony are a beautiful way to build memories. That being said, these activities are privileges, not rights. Eighth grade teachers will review the 8th grade contract with students by September 13. This will be shared with parents during open house and again during parent teacher conferences. The consequences outlined in the contract are in addition to any consequences outlined in CPS' Code of Conduct as applicable

Emergency Situations

- Our priority is to ensure the safety of our students. We will handle the immediate emergency at hand, including engaging emergency responders such as Chicago Police and Chicago Fire Department, if appropriate.
- As soon as possible, school administration will send parent notification through SNAP Connect, email contact info on file, and/or phone to communicate the incident.
- If it is necessary for students to leave the school and transfer to another location that is different from the school, school administration will send parent notification and school staff will follow an orderly plan to make sure that each child is released at a specified location on campus to a parent or approved adult who has been previously designated by the parent.
- Please know due to privacy laws and/or investigation purposes, administration may not always be to release all details.

English Language Learner's Supports

Transitional Program of Instruction (TPI)

In situations where we have 19 or fewer English Learners who speak the same home language, we provide a Transitional Program of Instruction. English Learners in the TPI Program must receive instruction in all of the following areas:

- English as a Second Language (ESL) instruction to help develop students' English language proficiency (sometimes within the classroom sometimes as pull out services)
- Core subjects (math, science, social science) provided in English
- Instruction in U.S. history and culture
- Instruction in the history and culture of the native land of the ELs (or of their parents)
- All instruction provided in English must include supports and modifications that are appropriate for the EL's level of English Language Proficiency (using the SIOP Model)
- If a teacher, assistant, or tutor is available who speaks the EL's home language, the school may provide support in the home language to the extent possible

Transitional Bilingual Education (TBE)

In situations where we have 20 or more English learners who speak the same home language (currently Spanish), we provide a Transitional Bilingual Education Program. English Learners in TBE Programs receive instruction in all of the following areas:

- Language Arts in the home language
- English as a Second Language (ESL) instruction to help develop students' English language proficiency
- Core subjects (math, science, social science) provided in both English and the native language
- Instruction in U.S. history and culture
- Instruction in the history and culture of the native land of the ELs (or of their parents)
- All instruction provided in English must include supports and modifications that are appropriate for the EL's level of English language proficiency

Field Trips

- Students will have the opportunity to go on field trips throughout the year. They are expected to wear the uniform, unless otherwise stated.
- Students must bring lunch on these days, unless otherwise stated.
- Students are held to the same behavior standards outside of Camras while on school sponsored trips.
- Students may not bring any technology (iPods, phones, game systems) along on the field trip, unless otherwise stated.
- Students may not eat or chew gum on the bus or while on the field trip.

Grades and progress

Grading scale is 100-90 = A, 89-80 = B, 79-70=C, 69-60 = D, Below 59 = F.

Students will be given the opportunity to turn in late work. Students must turn in work no later than 2 weeks after the assignment is due or by the end of the quarter, whichever comes first, unless prior approval of the teacher is given.

Students will be given the opportunity to improve a grade in any assignment and/or test under the approval of the teacher.

A “0” may not be issued under any circumstance as this has detrimental effects on the average therefore not making it a true reflection of student attainment of the standard. Parents are to be made aware of 3 or more missing assignments. A counselor should be made aware if a student is missing 6 or more assignments and an intervention should be put in place. Missing work should be given a “50” until the assignment is turned in.

Homework is a means of practicing what we are learning in class. (We practice when playing sports or an instrument before our performance. We just don’t show up without practice and expect to well). Parents, please allow students to practice these skills. Please assist your child with their homework but refrain from doing the homework for them. Homework serves a way for teachers to gain a better understanding of the concepts that students understand and determine areas that students still need support with.

Teachers will give specifics around grading at Open House.

Unsatisfactory Progress

In the event that your child is failing a subject, please contact the classroom teacher via SNAPCNXT or e-mail and schedule a meeting.

Graduation and Promotion Policy

Promotions Policy

CPS makes elementary school promotion decisions during the second week of June for students in **grades 2, 5, and 8**. Promotion status is based on student academic performance as reflected by the final reading (2, 5, & 8th grade), math (5 & 8th grade only), science (5 & 8th grade only), and social science (5 & 8th grade only) report card grades.

[Full Promotion Policy English](#) [Full Promotion Policy Spanish](#)

For the latest information please visit: <https://www.cps.edu/academics/getting-to-the-next-grade/>

Health and Wellness Policy

1. Definitions of Terms

- **Celebrations:** Special events or activities occurring at school, convened in a classroom or elsewhere at school as part of a festivity or ceremony or as part of a before, during or after school activity.
- **Fundraiser:** Any activity, event or sale to raise funds by or for a school occurring on school grounds whether before, during or after school hours including any direct sales activity by students on school grounds.
- **School Wide Events:** Events provided for students that include food sales, like school carnivals, festivals or fairs.
- **Student Incentives:** School stores or classroom rewards that promote positive student behavior

2. Wellness Policy

a) Foods Brought From Home for Lunch/Snack

Individual lunches and snacks may include food items that are the appropriate portion size for your student. Food items following the nutritional guidelines in Chicago Public Schools’ Healthy Snacks and Beverage Policy are strongly encouraged. No sharing of food will be permitted.

- The only beverages permitted are water, milk, and 100% juice.
- Single serving food items that do not follow our nutritional policy are allowed for students bring lunch from home, but students are not allowed to bring additional food that does not

follow the Chicago Public Schools' Healthy Snacks and Beverage Policy if they are receiving school lunch.

- Candy and carbonated or flavored beverages (i.e. pop, sports drinks, energy drinks, etc.) will be confiscated or sent home with the student.
- Food is only to be eaten in the lunchroom unless otherwise designated by teacher.

b) **Foods Brought to School for Celebrations**

- **Birthday Celebrations-** Birthday treats must be non-edible. Parents will be provided with potential non-food ideas for celebrating birthdays at the beginning of the school year. If food items are brought, they will either be sent home with a parent or will be disposed of at the end of the day.
- **Classroom Celebrations-** Any classroom celebration must follow the nutrition guidelines set forth by the Chicago Public Schools' Healthy Snacks and Beverage Policy. A list of acceptable food items from local grocery stores will be provided in the beginning of the year and made available throughout the school year in the main office.
 - There will be two celebrations a year that the school will allow classrooms to have non-healthy foods present, but it will be at the discretion of the school staff

c) **Fundraising**

Fundraising efforts must either be the sale of non-edible items or items that strictly follow the nutrition guidelines set forth by Chicago Public Schools' Healthy Snacks and Beverage Policy.

d) **School Wide Events**

Any school-wide event must follow the nutrition guidelines set forth by Chicago Public Schools' Healthy Snacks and Beverage Policy. A list of acceptable food items from local grocery stores will be provided in the beginning of the year and made available throughout the school year in the main office.

e) **Teacher-To-Student Incentives**

All student incentives must be non-edible.

f) **Exceptions:**

The nutrition criteria outlined in this policy are recommended, but not required for food or beverages sold, served or provided: (a) during a field trip or other school-sponsored activity or trip off school grounds, (b) at concession stands at a sports stadium, gym, field house or auditorium, whether on or off school grounds, (c) as part of a school sports game, performance or event where parents/guardians and other adults are a significant part of an audience, and (d) at school fundraising events held off school grounds. Nothing in this policy prohibits a school from serving snack foods or beverages to a student with diabetes or other health conditions where physician's orders specify the intake of certain snack foods or beverages at school to manage their medical condition.

Lockers Use Policy

All Camras students will be assigned a locker to share. All lockers for students in grades 5-8 will have a school issued lock. This is the only lock that can be used. Students may NOT switch locks unless it was approved through administration. All lockers are to be kept in order with the door closed and grades 5-8 locked with school lock. Lockers are school property: the administration or police have the right to search a locker.

Mandatory Fees (coming soon)

Medication

- If a student requires medication during school hours, please bring it with a doctor's note to the main office. Please obtain refills on time.
- The office staff, school nurse, and school counselor will ensure your child receives his/her medication. The student must come to the office in order to receive his/her dose.

Multi-Tiered Support

The Multi-Tiered System of Supports (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. MTSS aims to provide an equitable educational experience by leveraging collective knowledge and expertise to help teachers understand their learners' needs and make informed and strategic decisions that best support them.

For more information on MTSS please click [here](#)

For more information, specific to your child, please feel free to reach out your child's teacher.

Parent/Teacher Meetings

All parent-teacher meetings are scheduled with the teacher to take place **before** or **after school and/or during the teacher's preparatory period**. For the safety of our students, visits are limited during instructional time and the time students are in the building. In order to make an appointment with a teacher, please e-mail and/or message the teacher directly via CPS email or SNAP Mobile or call the office.

Parent Committees

Bilingual Advisory Committee (BAC) BAC meetings address issues relating to the education of [English Learners](#) (ELs) in TBE or TPI instructional contexts; provide information about CPS services, programs, and resources for students and families; and train parents to effectively participate in the overall governance of bilingual education.

- a. Every school implementing a state-mandated Transitional Bilingual Education (TBE) Program is required to form a Bilingual Advisory Committee (BAC). We recommend that parents of ELs at schools implementing a Transitional Program of Instruction (TPI) also participate in BAC meetings.
- b. BACs meet at the school at least five times a year, and include parent trainings and workshops. Five officers are elected annually and report to the [Local School Council](#). The BAC Handbook provides detailed information about how BACs are organized and function and is offered in multiple languages.

Local School Councils (LSCs) are responsible for:

- Approving the school based academic plan (CIWP)
- Approving the alignment of budgetary resources to the CIWP
- Engaging in the annual evaluation of contract principal's professional practices
- Selecting or renewing contract principals

Composed of parents, community, educational, and student members, LSCs serve as an important vehicle for participatory democracy, providing a wide variety of stakeholders an opportunity to make important decisions about how students in their communities will be educated.

Our meetings are scheduled for the following dates:

Date	Day	Time	Room
07/18/2024	Thursday	03:00 PM	Library
08/14/2024	Wednesday	02:00 PM	Library
09/19/2024	Thursday	04:00 PM	Library
10/17/2024	Thursday	04:00 PM	Library
11/21/2024	Thursday	04:00 PM	Library
12/19/2024	Thursday	04:00 PM	Library
01/23/2025	Thursday	04:00 PM	Library
02/20/2025	Thursday	04:00 PM	Library
03/20/2025	Thursday	04:00 PM	Library
04/17/2025	Thursday	04:00 PM	Library
05/15/2025	Thursday	04:00 PM	Library
06/05/2025	Thursday	04:00 PM	Library

Parent Advisory Committee (PAC) Each academic year, schools establish Parent Advisory Councils (PACs) to bring together parents/legal guardians, teachers/staff, and community stakeholders to work with their school principal in the planning, design, implementation, and evaluation of the Title I Program. PACs empower parents to inspire and assist their children in achieving educational goals and graduating from elementary and high school. PAC meeting activities include:

- Provide input on amendments and future Title I programs
- Advise the principal on how Title 1 parent engagement funds should be spent in alignment with the school's Continuous Improvement Work Plan (CIWP)
- Jointly develop and approve a parent involvement policy which includes a school-parent compact
- Share ESSA (Every Student Succeeds Act) Title I information updates received from the New Region PAC
- Provide assistance, support, and training to parents to improve their literacy and parent skills
- Work to create equal partnerships between teachers, staff, and parents in the education of students
- Provide information to parents that will enable them to work with the school to promote their children's grade level progress

PACs meet monthly through the school year. Meetings are open to the public.

Recess/Appropriate Clothing

Students should have appropriate outdoor attire to stay warm and dry during recess.

- Students will have the opportunity to go outside for recess on a daily basis. Please ensure students are dressed appropriately for going outside. This includes: gloves, hats, scarves, etc.

Weather	Recess Held
Above 32 °F with or without wind chill	Outdoors (if location is available)
15 F to 32 °F with or without wind chill	Administration discretion

15 °F with or without wind chill	Indoors
----------------------------------	---------

Required Forms and Documents

Required Health Guidance:

- Minimum Health Requirements 2024-2025 [[ENGLISH](#) | [SPANISH](#)]
- Recommended Vaccines: HPV, Flu, and COVID-19 [[ENGLISH](#) | [SPANISH](#)]
- Vision Program: Schedule An Eye Exam [[ENGLISH](#) | [SPANISH](#)]
- For Students with Asthma [[ENGLISH](#) | [SPANISH](#)]
- For Students in Temporary Living Situations [[ENGLISH](#) | [SPANISH](#)]

Required Forms all Parents must complete

- Student Health Examination [Physical/Immunization](#)
- Student Medical Information 2024-2025 [[ENGLISH](#) | [SPANISH](#)]
- Request for Emergency and Health Information [[ENGLISH](#) | [SPANISH](#)]
- School Messaging Consent Form (Robo Call) [[ENGLISH](#) | [SPANISH](#)]
- Media Consent Form and Release [[ENGLISH](#) | [SPANISH](#)]
- Family Income Information Forms [[ENGLISH](#) | [SPANISH](#)]

School Closings

Parents are encouraged to listen to TV/Radio for information regarding emergency or weather related school closings. These decisions are made centrally and not at an individual school basis.

SNAP/Medical Benefits

The CPS Children and Family Benefits Unit (CFBU) connects CPS families to free or low-cost health insurance (Medicaid) and to food through the Supplemental Nutrition Assistance Program (SNAP). In addition to providing application and redetermination assistance, CFBU also provides parent-focused education to help families maintain and understand how to use their public benefits.

For more information, contact our Network's Children and Family Benefits Coordinator (See info below) or call the Healthy CPS Hotline at 773-553-KIDS (5437).

**Mariano
Covarrubias**

#3*

[mcovarrubias7@c
ps.edu](mailto:mcovarrubias7@cps.edu)

773-553-
5437

📍 Josephine C Locke S...
2828 N Oak Park Ave
Chicago, IL 60634

Mon-Fri
8am-3pm

SOPPA Notice

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act (SOPPA)

Illinois school districts may have agreements with educational technology vendors for educational purposes such as providing personalized learning and innovative educational technologies.

Under the Illinois Student Online Personal Protection Act, or SOPPA ([105 ILCS 85/](#)), educational technology vendors that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*.

SOPPA is intended to ensure that student data collected by operators is protected, and it requires those educational technology vendors, as well as school districts and the Illinois State Board of Education, to protect online student data.

Per the Board's SOPPA policy and the district's SOPPA guidelines, CPS may share limited student data with operators for their online sites, services, and/or applications. Under SOPPA, operators are prohibited from selling, renting, or leasing a student's information or from engaging in any advertising, including targeted advertising, using a student's information.

In general terms, operators will be limited to only the student data information needed for the educational technology such as student name, email, school, class, grade. Operators who request additional student data beyond class rostering data will be required to provide additional parent notice or obtain parent consent to do so.

If you would like to learn more about the Student Online Personal Protection Act, please see the CPS SOPPA website at www.cps.edu/about/policies/student-online-personal-protection-act/

Smoking and Vaping

Marvin Camras and all Chicago Public Schools are smoke-free environments. Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances is a violation of the Chicago Public Schools Student Code of Conduct and students will be disciplined accordingly.

Special Education

Our philosophy is to provide students with special abilities the opportunity and tools to live successful social and academic lives. We are committed to teaching our students to self-advocate and to fulfill their individual potential. Students who qualify are provided special education services in accordance with their Individualized Education Plans. Programmatic support is overseen by the case manager.

Under the IDEA and Article 14 of the Illinois School Code and implementing regulations, students with disabilities have a right to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). The IDEA defines students with disabilities as students who:

- Are ages 3 through 21 (until the day before the 22 nd birthday), unless their birthday occurs during the school year, in which case they are eligible for services through the end of the school year; and
- Have been identified with one of the disabling conditions identified in the statute that adversely affects educational performance and require special education.

The IDEA and its implementing regulations provide students with disabilities and their parents/guardians with procedural safeguards regarding the identification, evaluation, educational placement of, and provision of FAPE to students with disabilities. Meaningful parent/guardian involvement is an essential part of these procedural safeguards. The Illinois rules provide further specificity regarding requirements for the identification, evaluation, educational placement, and provision of FAPE to students with disabilities. In addition, rules are provided for the administration of special education, the design of special education programs (including class size), home or hospital programs, state-operated or private programs, special education personnel, transportation, and residential care facilities.

What to do if you suspect your child has a disability?

It is important that referrals from non-CPS personnel, including parents/guardians, provide supporting documentation and an explanation of the concern or suspected disability. If the referral request

fails to sufficiently articulate the basis for concern, the local school district representative should request the omitted information. If the student is a CPS student, the local school district representative must review the student records and gather information from any CPS staff who have worked with the student. The 14-school-day response time still applies. If there is not sufficient information to support the referral prior to the 14-school-day response deadline, the referral for an evaluation should be denied. If the non-CPS person communicates their request verbally, the local school district representative should direct them to put the request for evaluation in writing and assist with transcribing if the parents/guardians are unable to write out their request. The principal or local school district representative may ask the parent/guardian to provide any relevant information about the child, including any reports, prior evaluations, health records, school records from other schools, etc., to avoid duplication of information and assist in making appropriate decisions about the referral request. Still, this request may not delay or extend the 14-school-day response timeline.

NOTE: Parents/guardians may also submit private evaluations they have obtained for consideration during the FIE or IEP process or at any other time. The IEP team must review and consider the results of the private evaluation and determine whether the student's eligibility and/or IEP require revision in light of the new information. If the parent/guardian presents a private evaluation report outside of the IEP meeting, the local school district representative must send a Parent/Guardian Notification of Conference within 10 calendar days of receipt of the private evaluation, scheduling an IEP meeting (generally within 30 days of receipt of the private evaluation report) for the team to review and consider the report. At this IEP meeting, the team should also consider whether an evaluation or reevaluation of the student by CPS is warranted. The IEP team is not obligated to adopt the evaluator's recommendations or conclusions. Evaluators may accept outside reports in full, in part, or not at all.

For Information regarding community service agencies, see <https://www.dhs.state.il.us/page.aspx?item=29734>. 7
For Information regarding state agencies, see <https://www.ilsos.gov/services/illinks.html>. 22

Sports Teams

Students participating in CPS Elementary Sports Teams must meet the following requirements

- **Academic** Students must have a C or better in 3 of the 4 following areas (reading, math, science, and social studies). Students must have a C or better in all other graded courses.
- **Attendance** Students must be on school on time with no more than 2 documented tardies (on the attendance records) and an attendance rate of 96% or more. If a student is absent on the day of the event, they are not able to attend the event.
- **Behavior** Students may not receive more than two detentions within the course of the extracurricular event. If a student is suspended (in or out of school) they become automatically ineligible.
- **Uniform** Students must be in complete Camras uniform everyday, unless participating in a special event, ie. Jeans' Day, Spirit Week.
- **Medical Compliance** Students must meet medical compliance.

Visitors

To ensure visitations are productive for both school and visitors, please follow these guidelines:

1. All visitors must present photo identification and sign in with the security officer after entering the building. They must immediately proceed to the main office to inform our clerks the nature of their visit unless otherwise directed by security.
2. If a visitor is visiting a classroom or any other area of our building, they must wear a visitor identification sticker in a visible place.

3. School reserves the right to refuse entry into the building.

Volunteer Policy

Volunteer activities offer parents and community members opportunities to engage with their local school and support student learning. These experiences are mutually rewarding to students, parents, partners, and schools. Prospective volunteers must register with Family and Community Engagement (FACE) by completing the required CPS volunteer application forms and satisfying the requirements of the applicant review process.

As part of the application process, you will receive an email asking you to complete a background check and submit the report. CPS pays the fee for the background check. Background checks are run annually for returning Level 1 volunteers.

You will also be asked to submit TB test results that are less than two years old. We will provide information about where you can be tested. CPS does not cover the cost of the TB test.

We offer two different levels of volunteer involvement and commitment:

- Examples of Level I Volunteers
 - Overnight field trip chaperones
 - Mentors
 - Day field trips where chaperones will be alone with a group of students
 - Tutors
 - Coaches
 - Non-supervised classroom assistants
- Examples of Level II Volunteers
 - Day field trip chaperones where volunteers remain under direct supervision of school personnel.
 - Assistants in schools with administrative duties
 - Other volunteer activities in contact with students while supervised

Volunteers who plan to return for the following school year must notify their school by July 1. Returning volunteers do not need to submit new applications annually.

For questions about the volunteer opportunities and your application, please email volunteer@cps.edu or call [773-553-1544](tel:773-553-1544).

Volunteer Application can be found at: [Chicago Public Schools \(civicoreschools.org/\)](https://civicoreschools.org/). Please know this is a multi step process that may take more than 2 weeks to complete.