



Englewood STEM HS
2023-2024
STAFF HANDBOOK



IMPORTANT - PLEASE READ DISCLAIMER

The school employee handbook is not a contract of employment or a collective bargaining agreement and should not be treated as one. Unlike a contract or a collective bargaining agreement, an employee handbook may be changed at any time and is not enforceable like a contract or collective bargaining agreement. Employee rights are contained in collective bargaining agreements or in rules and policies adopted by the Chicago Board of Education. No rights are created for employees in the school employee handbook.

Employees can consult their applicable collective bargaining agreements at https://www.cps.edu/about/policies/administrative-hearings/#a_union-web-sites-and-contact-information or <https://www.cps.edu/about/policies/employee-engagement/collective-bargaining/>, Board rules at <http://www.cpsboe.org/rules> and Board Policies at <http://policy.cps.edu/>.

Chicago Public Schools (CPS) is not responsible for the loss or theft of any personal items brought to school by employees. Employees are encouraged to leave valuable personal items at home. Those items may include, but are not limited to, personal vehicles, cell phones, laptops and other electronics, jewelry, and other personal items.

Chicago Board of Education

Non-Discrimination Statement

It is the policy of the Board to prohibit unlawful discrimination, harassment, sexual harassment, sexual misconduct and retaliation on the basis of any protected category by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Title VII of the Civil Rights Act of 1964 (Title VII), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Education Amendment of 1972 (Title IX), the Americans with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), specifically, but not limited to, discrimination, harassment, sexual harassment, sexual misconduct or retaliation on the basis of **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 **(includes hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists)**, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, **age**, immigration **or citizenship** status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, **weight, height**, or on the basis of a person's association with a group 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**.

Concerns or inquiries regarding sex or gender discrimination, harassment, sexual harassment, sexual misconduct or retaliation can be made to the Board's Title IX Coordinator in the Office of Student Protections (OSP) or the U.S. Department of Education Office for Civil Rights (OCR).

For incidents involving student complainants, please see below for specific contact information:

- Office of Student Protections and Title IX (OSP) at (773) 535-4400 or osp@cps.edu (student-to-student) (Inquiries regarding sports equity should be directed to ospcompliance@cps.edu)
- Office of Inspector General (OIG) at 833-TELL-CPS ((833) 835-5277) (adult-to-student)
- U.S. Department of Education Office for Civil Rights (OCR) at (312) 730-1560

For incidents involving adult complainants, please see below for specific contact information:

- Equal Opportunity Compliance Office (EOCO) at (773) 553-1013 or eoco@cps.edu
- U.S. Department of Education Office for Civil Rights (OCR) at 312-730-1560 or ocr.chicago.gov
- Chicago Commission on Human Relations 740 N. Sedgwick, 4th Floor Chicago, IL 60654 312-744-4111 cchr@cityofchicago.org

Concerns or inquiries regarding discrimination, harassment or retaliation on the basis of any protected category listed above should be made to:

- Office of Student Protections and Title IX at 773-535-4400 or osp@cps.edu (student complainants)
- Equal Opportunity Compliance Office (EOCO) at (773) 553-1013 or eoco@cps.edu (adult complainants)

For further information see the Board's Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy at <https://policy.cps.edu/download.aspx?ID=1280>.

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Chapter 1 - Operations

WELCOME

Dear Englewood STEM Employee,

Welcome or welcome back to Englewood STEM! The school administration is looking forward to a successful school year for our students, staff and teachers.

In order to help things run smoothly, we have created an Englewood STEM School Staff Handbook, which has information about the school and its operations, and policies and procedures. It also includes information about Board policies and rules. Please make good use of it.

The school administration is here to help you educate our students. We welcome your participation and feedback. Please do not hesitate to email me or set an appointment to see me or any member of the administrative team.

Best wishes,

Conrad Timbers-Ausar
Principal
ctimbers-ausar@cps.edu

Tasha Henderson
Assistant Principal
tdhenderson@cps.edu

Angela Quadri
Assistant Principal
adnewton1@cps.edu

MISSION AND VISION

Chicago Public Schools

At Chicago Public Schools, our mission is to provide a high-quality education, for every child, in every neighborhood, that prepares each for success in college, career, and civic life.

After several challenging years dominated by the COVID-19 pandemic, the district created "Blueprint," which is our call to action — to ensure a strong recovery for our students and seize the opportunity to create a better, more equitable District. It builds on the important work outlined in the five-year strategic plan that was developed with our community in 2019 in two key ways: by acknowledging our obligation to do more to mitigate the impact of COVID-19, and

by confronting longstanding challenges and opportunity gaps that impact our students and our communities.

There are two main sections of this Blueprint: Recommitments and Reimagining. Under recommitments, we have three overarching commitments that drive our work: **Academic Progress, Operational Excellence, and Building Trust**. Within each priority area, we are outlining our Recommitments — proven strategies that we are using in the immediate term and beyond to help our students and school communities fully recover from the pandemic. Under Reimagining, the district understands the above recommitments on their own will not be enough to eradicate persistent opportunity gaps and address long standing challenges. We need to reimagine what is possible for our District and work together to co-create solutions for our students and families.

Core Values

The District's core values will continue to guide the work we do every day for our students. They will also guide our planning and practices as we work together with our educators, families, and communities to implement the programs, services, and initiatives detailed in this Blueprint. Our core values are: student centered, whole child, equity, academic excellence, community partnership, and continuous learning.

Graduate Profile

The Graduate Profile is what we aspire for our graduates to be. Ideally, when students graduate from CPS, they possess the knowledge and skills to pursue their interests and achieve their postsecondary goals. Whether entering the workplace, training programs, or higher education, they are socially, emotionally, and academically prepared to think critically and creatively to solve problems. They are culturally sensitive and informed decision-makers capable of understanding multiple perspectives and eager to contribute to civic life. They are also dynamic and balanced individuals able to establish productive personal and professional relationships and live rich and rewarding lives.

To learn more about CPS' Three-Year Blueprint, click the following link: <https://www.cps.edu/blueprint>.

Englewood STEM

Mission: ENGLEWOOD STEM aims to develop industry innovators through an accelerated career and post-secondary preparation program. Our graduates will excel in competitive academic institutions and the global workplace.

Vision: Englewood STEM graduates will become influential innovators of industry and leaders in the local and global community.

Principles: Professionalism, Collaboration, Innovation(Creativity), Design, Inquiry, Critical Thinking, Communication

SCHOOL ORGANIZATION

School Administrative Team

Englewood STEM's administrative team is here to support you in providing our students the very best instruction in a clean, safe and inviting environment. The administrative team members are:

- Conrad Timbers-Ausar, Principal
 - Tasha Henderson, Assistant Principal
 - Angela Quadri, Assistant Principal
 - Aston Coleman, Disciplinarian
 - Patricia Thomas, Nurse
 - Shalina Hampton, Counselor Department Chair
 - Tequila Harvey, Clerk
 - Darlene Townsend, Security Officer
 - Jason Orozco, Engineer
 - Ebonie Hannah, Lunchroom Manager
 - Yolanda Tomlin, Case Manager/IDEA Coordinator/504 Coordinator
- Phone: 773-535-3685

Do not hesitate to tell us what you need and how we can help you.

Departments and Grade Level Teacher Teams

To foster teacher collaboration, teachers meet in the following grade level or department teams:

- English Department
- Math Department
- Science Department
- Social Studies Department
- World Language Department
- Fine Arts Department
- CTE Department
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

*Special education teachers meet with the content and grade level team that matches the majority of their students.

Instructional Leadership Team

Englewood STEM's Instructional Leadership Team (ILT) is integral for the sustainable improvement of teaching and learning. The ILT is charged with defining, implementing, and monitoring a school's improvement plan. The ILT supports teacher teams and teachers in planning and teaching using the CCSS. The ILT members are:

- Emily Cook
- Darrin Collins
- Shalina Hampton
- John Lovejoy
- Derrick Bullie
- Angela Quadri
- Tasha Henderson
- Yolanda Tomlin
- Alexandria Rivera
- Conrad Timbers-Ausar

School Committees

Successful schools have teams that work together to educate students in which staff can make their voices heard. We encourage you to communicate with members of the various school committees to make your suggestions and needs known.

The following 4 school committees operate to help guide instruction, create a healthy school culture and solve problems:

- *The Professional Personnel Leadership Committee (PPLC)*, which helps guide professional development and advises on curricular issues. The PPLC is elected from among licensed educators shortly after the start of the school year. Information regarding its creation and operation can be found at <https://www.cps.edu/globalassets/cps-pages/about-cps/policies/administrative-hearings/pplc-guide-oma-amendment.pdf>.
- *The Instructional Leadership Team* helps guide instructional policies, practices and progress at the school.
- *The Professional Problems Committee (PPC)* is a CTU committee elected by school CTU members or appointed by the CTU delegate. It works with the school principal to solve problems at the school identified by the staff or the school administration.
 - The PPC members are (*fill in first and last names*): Michael Zmija (Union Delegate and Chairperson), Darrin Collins, and Anna Wolf.

- **The Continuous Work Improvement Plan (CWIP) Team** is a group of school staff members, including the principal, who develops and monitors the school's plan for continuous improvement.
 - The district-defined school foundation areas to be considered under CWIP include: curriculum and instruction, inclusive and supportive learning, connectedness and well-being, postsecondary success, and partnership and engagement. Teams are asked to identify a minimum of two foundation areas to focus on with a requirement that one priority focus area fall under the curriculum and instruction foundation. CWIP is a 3-year plan.

The Local School Council

Englewood STEM(13 if elementary school; 15 if high school) local school council is responsible for approving the school's budget, certain local policies and principal selection and evaluation. Our local school council members are:

Conrad Timbers-Ausar	Principal	Otis Woods	Community Member 1
Betty Eboifo	Parent Member 1	Marlon Haywood	Community Member 2
Denise McDaniels	Parent Member 2	Derrick Bullie	Teacher Member 1
	Parent Member 3	Raven Althimer	Teacher Member 2
	Parent Member 4	Stephanie Minter-Smith	Staff Member 1
	Parent Member 5	Jayda Hartley	Student Member (HS only)
	Parent Member 6	Jaquorian Jones	Student Member (HS only)
		Kailyn Stewart	Student Member (HS only)
			Student Member (ES)

The Network

Englewood STEM is part of Network 16, one of 17 geographical networks throughout the City. Our Network Chief is Devon LaRosa. The network offices are located at **1326 W. 14th Pl Chicago, IL 60608**. Our network office and staff support us by providing content coaching and other support throughout the school year.

The Board of Education and its Executive Officers

Englewood STEM is one of approximately 600 public schools created and operated by the seven-member Board of Education of the City of Chicago. Current Board members are:

- Jianan Shi, President
- Elizabeth Todd-Breland, Vice President
- Mariela Estrada, Member
- Mary Fahey Hughes, Member
- Rudy Lozano, Member
- Michelle Morales, Member
- Tanya Woods, Member

The day-to-day management of the Board is led by Chief Executive Officer Pedro Martinez. Central office departments assist him in his work. An organizational chart of central office departments is found here: <http://cps.edu/Leadership/Pages/organizationchart.aspx>. The Board and executive officers and central departments have their main offices at 42 West Madison Street, Chicago, Illinois 60602. Satellite Offices for certain central office departments or business units are at the following locations:

- Garfield Park, 2651 W Washington Blvd, Chicago, IL 60612
- Bridgeport Office, 501 W 35th St, Chicago, IL 60609
- Coleman Office, 4655 South Dearborn St., Chicago, IL 60609

EXTERNAL PARTNERS AND ORGANIZATIONS

[Principals: customizable in its entirety - add partners and organizations your school will work with this school year]

During the 23/24 school year, the school will be working with the following external partners or organizations:

- **After School Matters:** The inspiration for After School Matters arose more than two decades ago from the desire of then-Chicago First Lady Maggie Daley and former Chicago Department of Cultural Affairs Commissioner Lois Weisberg to develop cultural activities for the city's teenagers. The program was popular and successful with teens who were eager to learn from caring adults who are experts in their field. Moreover, teens reported that Gallery37 helped them express themselves through their chosen art form, made them better communicators and introduced them to new career opportunities. Since then, the program has expanded. Visit <http://www.afterschoolmatters.org> for more information.
- **Kennedy-King College (KKC):** Through a unique collaboration that connects high school, college and career, Englewood STEM High School students will be paired with neighborhood community college, Kennedy-King College. KKC will offer students the

opportunity to earn college credit (dual credit/dual enrollment), leading to an associates degree, an advanced certificate or basic certificate while in high school. Additional supportive resources offered by KKC include engagement in nationally renowned federally funded TriO Programs: Talent Search and Upward Bound college readiness program. College bound Englewood STEM students meeting certain criteria will be able to attend Kennedy-King College for free, via the STAR Scholarship. Through such programs, students will graduate uniquely prepared to succeed in STEM careers, while their early college and career credentials will give them a head-start toward completing their degree.

- [Network for College Success](#) (NCS): The Network for College Success envisions Chicago neighborhood high schools that continuously cultivate collaboration, powerful learning, and a culture of high achievement to prepare all students for college and career success. NCS will support Englewood STEM High School in two essential capacities: Principal Leadership, which is a primary catalyst for school improvement and Freshman on Track, a model which monitors freshman data (grades, attendance, and credit attainment) to ensure high school graduation.
- [UI Health](#): The School Based Health Center will be housed at Englewood STEM HS to provide healthcare for students and families of Chicago Public and Charter Schools. UI health centers are part of the UI-Health Miles Square Health Center Enterprise, a network of federally qualified health centers. All centers are state certified, federally qualified health centers. School Based Centers are staffed by certified nurse practitioners who collaborate with board certified family physicians. Health center team includes nurses, mental health professionals, registration staff and community workers. Each team focuses on improving student health and attendance by offering services on location within the school building.
- [Union League Boys & Girls Club](#) (ULBGC): For 100 years, the Union League Boys & Girls Clubs have served the after-school development needs of Chicago's disadvantaged youth. Today, ULBGC provides programming centered on academic success, good character and citizenship, and healthy lifestyles to nearly 15,000 youth in Chicago. ULBGC's 12 Club locations offer programs such as homework help and tutoring, arts-focused instruction, sports and physical activity, STEM instruction and robotics, and critical mentorships. Club members experience a well-rounded approach meant to enhance their learning and growth as individuals during after-school hours.

ACADEMIC CALENDAR

The Board's academic calendar can be found at <http://cps.edu/Pages/DistrictCalendar.aspx>.

BELL SCHEDULE, STAFF SCHEDULES AND SCHOOL HOURS

The school building is open at 7:30 a.m. during the school year; engineers and custodians may be present earlier than that. The building generally closes at 6:30 p.m. except on evenings when there are special school events scheduled.

The teacher and student day starts at 8:30 a.m. and ends at 3:38 p.m. M-Th and 3:26 p.m. F. Teachers must be ready to receive students at 8:30 a.m.

Student lunches/recess are in 50-minute increments beginning at 10:18 am and ending at 2:44 pm. Teacher lunches are scheduled during the same period.

Special classes and teacher preparation periods are scheduled in 50 minute blocks throughout the school day.

Students are dismissed and after-school programming begins at 3:45 p.m.

Teachers will be provided individual schedules at the start of the school year.

PSRP/ESP schedules vary but are generally scheduled as 8:30 am. to 4:00 p.m., 9:00 a.m. to 4:30 p.m., 9:30 am. to 5:00 p.m, or 10:00 a.m.to 5:30 p.m. PSRP/ESPs will be provided with individual schedules at the beginning of the school year.

For High Schools:

Bell Schedule

Class Period	Regular Day	Advisory
1st	9:00 - 9:50	9:00 - 9:43
Advisory	-	9:17 - 9:57
2nd	9:24 - 10:14	10:02 - 10:44
3rd	10:18 - 11:08	10:49 - 11:31
4th	11:12 - 12:02	11:36 - 12:18
5th	12:06 - 12:56	12:23 - 1:05
6th	1:00 - 1:50	1:10 - 1:52
7th	1:54 - 2:44	1:57 - 2:39
8th	2:48 - 3:38	2:44 - 3:26
Class Length	50 minutes	42 minutes
Passing Length	4 minutes	5 minutes

BUILDING SECURITY

The school building opens to students at 7:30am. Students must be in their classes and ready to begin their day at 8:30am. If a teacher schedules a meeting or tutoring before school with a student, the student should have a pass. A student should not enter the building before 7:30am without a pass.

The school building closes at 6:30pm. No school activities will take place after 6:30pm.

The school building is open for staff use from 7:30am to 6:30pm. If a staff member must access the building outside of these times, please make arrangements with administration.

All visitors, including parents, visiting a school must behave appropriately and adhere to school rules and visitor protocol while on CPS property. Every visitor must check in at the security check-point at the entrance designated by the school. The security officer will ask for a valid state ID or driver's license from the visitor. If a state ID or driver's license is not available, the security officer will check in the visitor by manually typing their information into the Visitor Management System (VMS). Visitors who fail or refuse to provide valid identification or other identifying information will not be allowed entry into the building.

Once a visitor has been checked into the VMS, the visitor will receive a badge that must be visibly worn and escorted throughout the building during their visit. Visitors who do not wear their badge must be redirected to the security check-point. If a parent seeks to visit a classroom to observe their child, the parent should request permission from the teacher and/or school staff to discuss appropriate times and days. This notification must be done at least 24 hours prior to their visit.

The VMS system connects to various CPS systems such as Kronos, Aspen, ServiceNow, Civicore, and MSS ("Managed Services System" for background checks). Visitors who have official business at a school must check in appropriately as a parent, vendor, volunteer, or other options as defined by the VMS check-in. Contingent on the type of visitor, some types will be linked to a completed background check in MSS. Failure to complete a background check as required for specific groups will not allow entry into the building.

Per the Illinois School Code, teachers and other employees may request any person entering a public school building or the grounds owned or leased by the Board and used for school purposes and activities to identify themselves and the purpose of their entry.

Warning and Restricted Access Letters

While visitors are expected to follow visitor protocol, a visitor who comes to the school to voice a concern or a complaint without an appointment is not inherently violating visitor protocol, and schools should do their best to resolve such concerns. Should concerns arise involving visitors, staff should make administration aware as soon as possible. School administration and the Office of Safety and Security should attempt to meet with the visitor to diffuse the situation. **If the**

visitor is a parent or guardian of a student at the school, warning or restricted access letters may result after the situation is assessed. A warning letter is appropriate when the parent/guardian's behavior was inappropriate and unacceptable. A restricted access letter is appropriate when the parent/guardian poses a legitimate threat of physical harm to staff, students, or other individuals in the school building, engaged in seriously disruptive behavior to the educational environment or engaged in behavior that posed a health or safety concern to students or staff. Such letters inform the visitor that they cannot enter school grounds without first calling the main office to state the reason for the visit and requesting permission to enter onto school property. The letter establishes a plan for the visitor to engage with the school and warns the visitor that future behavior may result in the school issuing a restricted access letter. Please note even when a restricted access letter is issued to a parent, they have a right to attend functions, such as school conferences and LSC meetings, with prior notice to the school. If the parent engages in any unacceptable behavior on school premises after they have been granted permission, or enter without permission, they will be directed to leave. If they do not leave the building or grounds when requested, school staff will call the police to escort them off the premises and to arrest them if they have committed a crime. If the visitor is not a parent of a student at the school, the school may prohibit the person from entering the school building or coming onto school grounds unless it is for a public event and the visitor receives permission to attend.

All warning letters and restricted access letters **must** be authorized by the Law Department and approved by the Network Chief, which school administration will facilitate, and are only valid during the school year they are issued.

EMERGENCY LESSON PLANS

Emergency lesson plans are meant to ensure the efficient continuation of the classroom routine by the substitute teacher when the classroom teacher is absent. These plans are for use in the event the regular lesson plan book is not available. It is the responsibility of all teachers to maintain emergency substitute plans for substitute teachers.

When preparing emergency lesson plans, do not make them a conglomerate of worksheets. Include activities that review, reinforce, or provide practice on material that students have mastered. Include activities in which the substitute can interact with students. Emergency Lesson plan packets for **3** days are due in the office by **August 18th**. Once a packet has been used, it must be replaced within **3** school days after the teacher returns to work. Substitute folders are stored in the Main Office.

Each packet of lesson plans should include: an updated class list, an updated seating chart, a schedule of the classroom routines and procedures, a time distribution sheet, plans for each subject, instructions regarding instructional groups, list of students being pulled out for special programs, and identification of any student with special medical or dietary needs (food allergies).

After each absence, check the folder carefully to see that all assignments have been collected

and that all necessary papers are accounted for, i. e. class rosters, unused lesson plans, etc. Substitute folders will be regularly checked by administration to ensure that students in classrooms where the teacher is absent receive high quality, authentic instruction that is tied to standards.

Deviation from these expectations may result in appropriate employee discipline.

FACULTY LOCKERS

Lockers are available for staff members to store any personal belongings. Staff members are responsible for ensuring their locker is properly secured. Lockers are located in rooms 216 and 316. For any questions regarding the use of your locker, please contact Mr. Anguiano.

HALL PASSES

All teachers will receive universal “Bathroom” and “Office” passes that must be used by students when in the hallways. The passes are color-coded by floor and should be used only on the floor of origin. Students should not be issued passes during the first or last 10 minutes of class. Students may not leave the lunchroom to go to offices or the library. They must obtain a pass in advance (for library) or report to the office before going to lunch. Students tardy to first period will be sent directly to class and will not be allowed to go to their lockers.

If a student abuses hall pass privileges, teachers should make a note in the Aspen Student Information System. Teachers should not send agitated students to any office in the building unescorted, even with a pass. They are to be accompanied by a security guard or other staff member.

IMPORTANT NOTE: Teachers may not send students to their lockers during a class period to retrieve materials. Teachers should keep extra copies of textbooks and materials on hand to provide to students who have forgotten theirs. If the student has forgotten an assignment, teacher classroom policies for late or missing work apply. Administrators may sign a locker pass for a student.

IDENTIFICATION CARDS

All staff members and students must wear an ID card at all times. Teachers should not allow students into class without an ID and should ensure that every student is wearing an ID through

the duration of the class, in the hallways, in the cafeteria, etc. If an ID is lost, it must be replaced immediately with a \$1 temporary ID or a \$5 permanent ID. At the time students are issued a temporary ID, they will be issued a debt. There will be no exchange of money for temporary IDs. Permanent replacement IDs can be purchased at the main office. **Students who qualify for Free or Reduced Priced Meals (FRM) or are STLS are eligible for school fee waivers, including to replace IDs.** Every individual within the walls of Englewood STEM should wear an ID as a critical measure to ensure the safety of staff and students. Students who irreparably deface their ID will be issued a new one at a cost of \$5. Teachers should treat an irreparably defaced ID in the same way as the absence of one.

INTERCOM - ALL CALLS

The intercom will only be used to communicate emergencies and special announcements. Administrative pre-approval is necessary to interrupt class time to make announcements. Announcements are made at 3:36 PM Monday-Thursday and Friday at 3:24 PM. No announcements will be made throughout the school day regarding athletic practice or club and extracurricular activities, unless absolutely necessary.

MAIL-USPS/GSR

The school mail system provides postage-free mail to Central Office and all Chicago Public Schools. You must include Englewood STEM High School and GSR #45 as a return address. Find the mail run number of the addressee in one of the school directories available in the Main Office. The school mail system is limited to transmitting printed material that pertains to the day-to-day operations of the schools, such as official reports, bulletins, requisitions, and school correspondence. The school mail system must not be used to transmit printed material unrelated to school operations, such as announcements for a professional organization, social events, or commercial advertising.

REQUESTING SUBSTITUTES

Frontline is a system that CPS uses to help manage time, including substitute teacher requests. You must utilize the Frontline system for all substitute requests.

For information and guidance on submitting substitute requests in Frontline, please visit https://docs.google.com/presentation/d/1InBUlalCHK6oFjAPGBuDCQ6XthoMBRiP5lpoyONA8TQ/edit#slide=id.g12284033abb_0_4.

REIMBURSEMENT AND PURCHASING

Reimbursement

Each teacher is eligible to receive reimbursement up to \$250.00 (CTU Allowance) for classroom related purchases (e.g. instructional materials). Teachers must use the tax-exempt status of CPS to avoid paying sales taxes on these purchases. (A school tax-exempt form, available in the main office, must be taken to the store where the goods are purchased). Sales tax is not reimbursable. All reimbursement requests must be submitted and entered into the designated financial system **within 60 calendar days of purchase within the current fiscal year, whichever ends earlier**; exceptions will not be made. Reimbursements submitted and entered after 60 calendar days from purchase/return or after the current fiscal year, whichever ends earlier, will be rejected from the system and will not be reimbursed.

The Board has created a new marketplace for all CTU reimbursement requests called the [CTU MyFunds Marketplace](#). Beginning Aug. 1, 2022, all CTU members are able to use the CTU MyFunds Marketplace to make purchases without incurring out-of-pocket expenses when using CTU MyFunds vendors. CTU members can also submit receipts for purchases not made from CTU MyFunds vendors.

If members choose to order supplies from other vendors, they can use their own funds and submit the reimbursement request through the MyFunds platform. CTU reimbursement requests submitted through the ServiceNow system will no longer be accepted, except for requests that do not involve the \$250 allocation outlined in the CTU bargaining agreement. All requests must go through the new MyFunds Marketplace. Training on the MyFunds Marketplace will be provided to eligible staff as part of their Procurement Training on the CPS SafeSchools site (located at <https://chicagopublic-il.safeschools.com/training/home>).

Some categories of non-reimbursable expenses under the Board's policy include personal items, office decor, software and related licensing agreement, and electronic equipment (including TVs, iPads, Laptops, Portable Speakers, and Printers). Electronic equipment purchases must be made through the purchasing/procurement process (see below) in coordination with school administration. Please call the Reimbursement Team at 773-535-5800, option 8, if you have any questions.

The reimbursement form is available at:

<https://drive.google.com/file/d/0B4TVLzwDZkNBUM56c25KRFFWWXc/view>.

The travel reimbursement form is available at:

<https://drive.google.com/file/d/0B4TVLzwDZkNBR2Y0Nm9NYWQ3Y1E/view>

For general information regarding employee reimbursements, please visit:

<https://intranet.cps.edu/operations/employee-school-reimbursement/>

For other school purchases, you must receive approval in advance before purchasing items for the school if you are going to seek reimbursement. A completed employee reimbursement form

approved by the principal along with itemized receipts are required in order for reimbursements to be processed. Employee reimbursements may be submitted through the ServiceNow portal. **Please note** that money collected by staff from students/parents may not be used to purchase goods/resources directly; money must first be deposited. After deposit, a check can be prepared or a Book Transfer can be completed to transfer the funds to the school's budget so that a Purchase Order can be created for the purchase of needed materials, resources, or supplies.

If you run a program that has a budget or you have been authorized to create a requisition for a vendor, (ex. AP grant purchases from a certain textbook publisher) the form can be found here: <https://drive.google.com/file/d/144pTfiwjlL6wlaH1ohSLobR3gLj9GUj0/view>. An authorized user will complete the requisition process through Oracle at <https://efs.cps.edu>. Users will have the option to purchase through the Marketplace or through a non-Marketplace vendor.

If you are requesting a check from the school checking account (Ex. Sports Officials, checks from funds that were raised) the form can be found here: <https://drive.google.com/open?id=1T9rSp-m1A75al6FcHlPacqtcmg8CebXV>.

Purchasing

All purchases of goods or services made by the school must be made from an active CPS vendor and must have a purchase order prior to receiving goods or services rendered. Purchase orders are generated with school principal approval. Purchase orders that exceed \$25,000 with a vendor (in aggregate) require review by the Department of Procurement and approval from the Chief Procurement Officer. In addition, purchase orders that use between \$10,000.01 and \$25,000 in federal grant funds will require written quotes from at least three (3) qualified vendors if the purchase is not with a contracted Strategic Source Vendor.

To read more about the Procurement Process, please view the Procurement Manual located at: <https://www.cps.edu/globalassets/cps-pages/procurement/procurement-manual-2022.pdf>.

In order to uphold the highest standard of goods, services, value, and ethics, the Board of Education has extensive **policies and rules** on procurement and purchasing. For more information, please visit: <https://www.cps.edu/sites/cps-policy-rules/board-rules/chapter-7/> and <https://www.cps.edu/procurement/procurement-policies/>.

Over the summer, an annual training on Procurement rules and guidelines will be available on the CPS SafeSchools site (located at <https://chicagopublic-il.safeschools.com/training/home>) to be completed by all Oracle iProcurement users. Completion of this training will be required to receive and keep Oracle iProcurement access. An additional streamlined training on Procurement rules and guidelines will also be available on the CPS SafeSchools site to be completed by other staff; **eligible staff will also receive training on the MyFunds Marketplace for using their CTU funds.**

As a major employer and purchaser of goods and services, CPS is committed to the goal of enhancing economic opportunities for certified minority-owned and woman-owned business enterprises in the Chicagoland area, by promoting access to procurement opportunities within

Chicago Public Schools. To learn more, visit:
https://cps.edu/About_CPS/Departments/Pages/BusinessDiversity.aspx.

If you have any questions, please contact the Department of Procurement at 773-553-2280 or submit a Customer Support Request at <http://www.cps.edu/procurementschoolsupport>.

SAFETY AND BUILDING MAINTENANCE

Safety Emergencies, Serious Incidents, and Criminal Activity

Immediately notify administration and other authorities, where applicable, of all safety emergencies, serious incidents, suspicions of physical abuse, sexual abuse or grooming behaviors, and criminal activity. Please see the section titled, "Suspicion of Child Abuse" for further information and guidance on reporting allegations of child abuse.

Examples include:

- Serious threats to school, students, or staff
- Serious injury to a student or staff member
- Incidents involving large numbers of students
- School lockdowns
- **Any** incident involving weapons or dangerous items found on a person or on school grounds
- Incidents in the vicinity of the school that affect school safety
- Theft or property-related damage
- Criminal-related behavior
- Grooming: when someone builds a relationship, trust and/or emotional connection with a child or young person so they can manipulate, exploit and/or abuse them (e.g., transporting a child without the written authorization of the principal and the parent, texting or direct messaging); gives gifts to a particular child (e.g., money, clothing); crosses physical boundaries (e.g., touching, giving prolonged frontal hugs, or making the child sit on the adult's lap). Important information on appropriate boundaries between students and staff can be in the Board's Policy on Reporting of Child Abuse, Neglect And Inappropriate Relations Between Adults and Students, which can be found at <https://www.cps.edu/sites/cps-policy-rules/policies/500/511/511-1/> and should be reviewed by all staff.

Immediately contact 911 for emergencies, serious incidents, and criminal activity. Also notify administration and contact the Student Safety Center (773-553-3335). For emergencies or serious incidents that occur during late night hours, on weekends or holidays, the Student Safety Center should still be contacted, as it is open 24 hours a day, 7 days a week.

All emergencies, serious incidents, and criminal activity must be reported in the Aspen Student Information System. Information regarding Aspen can be found at <https://sis.cps.edu/>.

Emergency Planning Manual

Important Due Dates:

- Emergency Plans completed and submitted in ServiceNow by October 1st, 2023
 - The Emergency Plan template has continued to be built out and will **take time** to complete this school year **to ensure all sections are completed accurately and completely**, so please plan to allow enough time for completion prior to the October 1st deadline.

New Required Training for School Administrators and Staff:

- Emergency Management Plan Training for Administrators/Designees:
 - Training on how to complete the Emergency Plan in ServiceNow and what information should be included will be provided.
- School's Emergency Management Team Training:
 - All members of the School's Emergency Management Team will be required to complete a brief training on their role in the event of an emergency.
- Emergency Management Video:
 - Should be reviewed with staff and students at the beginning of the school year. The video will demonstrate the response procedures for the different ELSA Crisis Codes.
 - Student ELSA Emergency Management Training
 - Elementary Student Emergency Response Training
 - High School Student Emergency Response Training
 - Staff ELSA Emergency Management Training:
 - Staff Emergency Response Training - Elementary SY24
 - Staff Emergency Response Training - High School SY24
 - How to access the trainings
 - If you receive an "error" notification stating "the video is private," please use this guide to Fix "Private Video" Error.
-
- **Go Kits:**
 - Every classroom **should have received** a Go Kit with necessities classroom staff may need in the event of an emergency.

- Every main office should have received a Main Office Go Kit with the necessities the Incident Commander and Emergency Management Team may need in the event of an emergency.

■ If any additional Go Kits, ELSA Crisis Code posters, or individual supplies within the Go Kits are needed, please complete the [Go Kit Request Form](#) for items to be shipped to your school.

- NEW Emergency Management Planning and Response Intranet Page:

- Please check out our [Emergency Management Planning and Response](#) intranet page to quickly and easily access all Emergency Management videos, forms, completion date requirements, etc.

Safety Drill Information

In compliance with the Illinois Safety Drill Act and CPS policies, schools must conduct eight (8) safety drills a year:

- Three (3) Evacuation / Fire
- One (1) Law Enforcement / Lockdown
- One (1) Shelter In Place / Severe Weather
- One (1) Bus Evacuation

The following are required and a Chicago Public Schools Best Practice:

- Two (2) Allergen Drills
- *One (1) Aquatic Drill, as applicable*

Safety Drill	Completion Date
Allergen #1 (tabletop drill w/staff)	September 15th
Evacuation/Fire #1	September 29th
Law Enforcement/Lockdown	October 13th
Bus Evacuation	November 1st
Evacuation/Fire #2	November 15th
Severe Weather Shelter in Place	December 15th
Allergen #2 (tabletop drill w/staff)	February 1st
Evacuation/Fire #3	March 29th
Aquatic, as applicable	Start of Swim Unit/Aquatic Athletic Season

Evacuation / Fire Drill Procedures

The Chicago Fire Department (CFD) plans to complete the required three (3) fire/evacuation drills with schools. However, if CFD has not arrived before the due date of the drill, the school should conduct the drill without them to remain in compliance.

- If CFD is participating in the drill, the fire alarm may be sounded to initiate an evacuation.
- If CFD is not participating, the principal should announce the following over the school's PA system:
 - ***"Your attention...This is an evacuation drill, not an actual emergency. All students, staff, and visitors must evacuate the building immediately. Teachers - take students to your designated Exterior Safe Location. Take attendance once assembled outside. Again, this is an evacuation drill, not an actual emergency."***
- Students and staff should immediately exit the building using predetermined exit routes and assemble at their assigned Exterior Safe Location.
- Students and staff should not take any personal belongings with them, but evacuate as if a real emergency was occurring.
- Upon arrival at the Exterior Safe Location, student attendance must be taken. Indicate any missing or additional students by holding up the Red status card. Use the Green status card to show all students are accounted for.
 - Staff must ensure they are supervising their assigned students at all times
- The principal should verify that all classes and staff members have exited the building and assembled at the correct Exterior Safe Location.
- Once the building is evacuated and the All Clear code is given, students and staff can re-enter the building.

Records of the completion of this drill should be maintained at the school and also recorded in the [2023-2024 Safety Drill Completion Dates form](#), by the completion due date.

Law Enforcement / Lockdown Drill Procedures

Conducted with the Chicago Police Department or a member of the Office of Safety and Security Team.

- *To request a member of the Office of Safety and Security Team to come out and conduct the drill, please complete the Safety Drill Support Request form located at <https://docs.google.com/forms/d/e/1FAIpQLSd5hoi4hLZnnjIBNi-Tz5etHnZEEHtK8iyRJRvDjX-4xeiYQ/viewform> or email emergencymanagement@cps.edu with days and times that work best for you.*

Prior to Conducting the Lockdown Drill

- The drill should be disclosed in advance to students, staff, and parents.

- Review drill procedures with staff and students in advance to allow questions to be asked.
- Identify any students who should be exempt from the drill due to previous trauma, sensory needs, etc.
 - Alternative safety education will need to be provided to these students so they are prepared to respond in an emergency.
- Ensure a school based mental health professional is available and trauma informed approaches are used to address the well being of staff and students following the drill to provide any support needed.

Procedures for Conducting the Lockdown Drill

- The principal should initiate the drill by announcing the following over the school's PA system:
 - ***"Your attention...This is a lockdown drill, not an actual emergency. Proceed immediately to the nearest classroom. Teachers - lock your doors and windows and close the shades. Again, this is a lockdown drill, not an actual emergency."***
- Teachers should quickly scan the hallway for staff and students before locking their doors.
- The principal should verify that all classroom doors are locked, individuals are out of sight, and that each classroom is calm and quiet.
- A member of the Emergency Management Team (EMT) should be assigned to view the perimeter of the building to verify that all windows are closed, and shades drawn.
 - ***Note: This should only occur during a drill to ensure compliance with the procedures. During an actual emergency this procedure would NOT take place.***
- Staff should debrief with students following the drill to check in and answer any questions.
- At the conclusion of the drill, the principal should discuss the school's performance with the officiating CPD or CPS representative.
- The CPD or CPS representative participating in the drill should sign off on the school safety drill log located at <https://drive.google.com/file/d/1Qt2S4mdyMhNWcQRtUataZPekEbaLdlwD/view>.

Records of the completion of this drill should be maintained at the school and also recorded in the 2023-2024 Safety Drill Completion Dates form located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0P9VabJveMWtQ/viewform, by the completion due date.

Severe Weather Shelter in Place Drill Procedures

- The shelter in place drill may be announced or unannounced.
- The principal should initiate the drill by announcing the following over the school's PA system:

- ***“Your attention...This is a severe weather shelter in place drill, not an actual emergency. Teachers move your class to your assigned Interior Safe Location. Take attendance once assembled. Again, this is a severe weather shelter in place drill, not an actual emergency.”***
- Students and staff should proceed to their predetermined Interior Safe Locations, if safe to do so.
 - If not, Drop, Cover, and Hold under tables, desks, counters, while staying away from exterior windows until it's safe to move to the Interior Safe Location.
- Upon arrival at the Interior Safe Location Drop, Cover, and Hold.
- Student attendance must be taken. Indicate any missing or additional students by holding up the Red status card. Use the Green status card to show all students are accounted for.
- The principal should verify all classes are at their designated Interior Safe Locations and that students are calm and quiet.

Drop, Cover, and Hold

Schools should familiarize themselves with the "Drop, Cover, and Hold" technique, which should be used during severe weather incidents, tornadoes, earthquakes, and incidents that occur with little to no warning.

- Drop to your hands and knees.
- Cover your head and neck with arms.

Records of the completion of this drill should be maintained at the school and also recorded in the **2023-2024 Safety Drill Completion Dates form** located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0P9VabJveMWtQ/viewform, by the completion due date.

Bus Evacuation Drill Procedures

Scheduling a Bus Drill:

Note: ALL schools, regardless of students being transported by bus to and from school MUST complete the bus evacuation drill per the Illinois Safety Drill Act.

Schools with regular bus service with a bus company assigned by the Office of Student Transportation should contact their bus service provider directly to schedule a drill.

Schools who do not have regular bus service have the following options to complete the required bus evacuation drill:

1. Contact a bus company to arrange for a bus evacuation (Section 5: Appendices in the Emergency Planning Manual)

- a. **NOTE:** A fee will be charged to the school to conduct the drill if the company does not provide transportation services to the school.
2. Schedule a time/day to deliver the “Bus Evacuation Presentation” to staff and students. The pre-recorded presentation provides instruction in safe bus riding practices and instructions on how to exit a bus safely in an emergency, meeting the Illinois Safety Drill Act requirements.
 - a. Links to the Presentations:
 - i. ES Bus Evacuation Presentation located at https://drive.google.com/file/d/1B07yW5xWp5h_IBpWg9cDHOmOOymWt_eF_/view
 - ii. HS Bus Evacuation Presentation located at <https://drive.google.com/file/d/1DSsBG3zcnDpn4PgO6jO6Oruxcl0PR2LG/view>

If principals or designees have difficulty reaching someone and/or scheduling a bus evacuation drill with a bus company, contact the Office of Student Transportation at 773-553-2860, or transportation@cps.edu.

For all other questions regarding safety drills please contact emergencymanagement@cps.edu

Records of the completion of this drill should be maintained at the school and also recorded in the **2023-2024 Safety Drill Completion Dates form** located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0_P9VabJveMWtQ/viewform, by the completion due date.

Allergen Tabletop Exercise Procedures

All schools must conduct two (2) required Allergen tabletop exercises to prepare staff in the event an individual suffers an allergic reaction to food, insect venom sting, medications, latex, etc.

Since first-time allergic reactions are common at school, it is important to conduct an allergen drill even if there are no students with documented allergies.

To conduct the tabletop exercises, principals should prepare a written scenario describing a potential incident involving a student or several individuals. Examples of scenarios may include:

- A student or staff member having a severe allergic reaction while riding a bus or during a field trip
- A student with no known allergies, has an allergic reaction during lunch or in their classroom.
- A student suffers a bee or insect bite triggering an allergic reaction.
- A student or staff member suffers an allergic reaction due to a new medication.
- A student who is allergic to peanuts accidentally consumes peanuts.

The following information needs to be provided to staff as part of these exercises:

- Who calls 911, and what do they say?

- Who stays near the phone in case the dispatcher calls back?
- Who notifies the appropriate staff member and how?
- Which staff members need to be notified?
- Who stays with the child?
- Who goes for help, and to whom?
- Who makes an announcement on the public address system to summon the right people and medication, and what do they say?
- Who goes to the street to direct emergency responders to the child?
- Who from the school security staff keeps onlookers away?
- Who goes with the child in the ambulance?
- What happens to the used epinephrine auto injector?

Principals should distribute the scenario to staff and guide the discussion. Any staff member who has been assigned an Emergency Management Team (EMT) role should describe their response as if it was an actual emergency. Non-EMT members should be assigned to play the role of victims, parents or first responders.

The discussion should address what would occur during the first 10 minutes of the incident, what would occur during the following hour and what actions would be taken by school staff to return to normal operations.

Principals are strongly encouraged to invite other school administration, nurse(s), clerk(s), nutritional staff, security, CPR/AED certified personnel, transportation staff, and any other individuals in the school building who may encounter someone having an allergic reaction.

For further information about the Allergen Tabletop Drill, please review the following materials: CPS Allergy Emergency Response Drill Guidance located <https://drive.google.com/file/d/191-KSpLiPggSAhodVRwj9tcnOlhfvStF/view> and/or contact OSHW@cps.edu.

Records of the completion of this drill should be maintained at the school and also recorded in the **2023-2024 Safety Drill Completion Dates form** located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0_P9VabJveMWtQ/viewform, by the completion due date.

Aquatic Drill Procedures

The Aquatic drill must be conducted with ALL aquatic staff, including lifeguards, coaches, nurses, teachers and SECA's assigned to students who participate in aquatic activity.

NOTE: *Students must not be used to simulate a victim during an aquatic drill.*

All members of the school's aquatic staff must review the Aquatic Emergency Management Plan 3.0 located in the pool area. Aquatic Emergency Management Plan 3.0 includes the

Emergency Action Plan (AEMP), response to an emergency. The AEMP 3.0 should be routinely reviewed and practiced.

In addition to the completion of the aquatic drill, schools should complete the Aquatic Policy and AEMP Acknowledgement form located at <https://docs.google.com/document/d/1re6jQs1hW1ICPheZKDTcg-n3uComqADP7xN6tW2EFgo/edit> and the Aquatic Practice Participant Log located at https://docs.google.com/spreadsheets/d/1MzpDj8eimatalSgOZKdfHyL2ThOzRtN2_ckJEVcJNzQ/copy#gid=919258813 and upload them to the 2023-2024 Safety Drill Completion Dates form located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0_P9VabJveMWtQ/viewform for when submitting the completion date.

The scenario based aquatic drill must include, but is not limited to the following responses:

- First Aid
- Head Injuries
- Passive Drowning (shallow and deep water)
- Active Drowning (shallow and deep water)
- Spinal Injury (requires 2 lifeguards - If two lifeguards are not present; WSI certified staff assists until emergency personnel arrive)

Please review the Board's Aquatic Activity Safety Policy (Board Report 18-0627-PO2) located at <https://policy.cps.edu/download.aspx?ID=16> for more detailed information and certification requirements for staff.

For more information about the Aquatics drill and requirements, see the Aquatics Emergency Plan 3.0 located at <https://drive.google.com/file/d/1Z0PKQWdmSTDJ3bMR-l6DDneH0eV2Omse/view>

Records of the completion of this drill should be maintained at the school and also recorded in the 2023-2024 Safety Drill Completion Dates form located at https://docs.google.com/forms/d/e/1FAIpQLSe_3xP4pCSdOQzmJBMXmPRN6Zio5xVdcDJE0_P9VabJveMWtQ/viewform, by the completion due date.

Imminent Threat or Escalating Conflict Towards School

Immediately notify administration of any threat or imminent threat to the school.

Examples include:

- A student reports that a classmate has a weapon
- Social media posts of a student threatening to use a weapon at school
- School office receives an anonymous call that there is a bomb in the school
- Social media post of a student making a threat to the school (future)

- Social media post of a student displaying a gun or showing indications of negative/gang activity (e.g., hand signs, colors, verbiage, narcotics)
- Social media post of escalating conflict between two students
- Conflict involving students (including, but not limited to, gang-related concerns)
- Conflict involving adults (including parents and community members)
- When additional intervention supports are required

In such cases, the school's Network Chief and the Student Safety Center (773-553-3335) must be contacted. Such threats must also be put into Aspen.

In cases of suspected bullying between students, please refer to the Board's Addressing Bullying and Bias-Based Behaviors Policy, which can be found at <https://policy.cps.edu/download.aspx?ID=264>.

Reporting Fraud/Concerns/Allegations

To report allegations of fraud, waste, or financial mismanagement contact the Office of Inspector General or fill out the OIG Confidential Complaint Form located at <https://cpsoig.org/complaint-form.html>.

Concerns or allegations of misconduct may also be reported to the Law Investigations Unit at CPSInvestigations@cps.edu or 773-553-2120. Any concerns regarding school operations and policy compliance may be referred to the Office of Internal Audit & Advisory Services (IAAS) at cpsoig@cps.edu. IAAS is also available to assist school administrators in ensuring proper internal controls are in place and that operations are operating in the most effective and efficient manner. To request a school audit, please email cpsoig@cps.edu.

Child Abuse

Illinois law requires all school staff to report any reasonable suspicion they have that a child has been abused or neglected to the Illinois Department of Children and Family Services Hotline, so that the agency can take steps to protect the child. The CPS policy on reporting child abuse or neglect can be found at <https://www.cps.edu/sites/cps-policy-rules/policies/500/511/511-1/>. That policy requires all employees to take this mandated reporter training every year, so they can identify the signs of child abuse and neglect.

If you suspect that a child has been neglected or abused at home, by any school employee, or by anyone who works at a school or with students, call the Hotline at 1-800-25-ABUSE/1-800-252-2873. If you are unsure whether a particular circumstance requires you to report, you must consult with a member of the administration or call the Law Department (3-1700).

Your legal responsibility as a mandated reporter is not fulfilled by reporting your suspicion to another staff member, such as the case manager. It is your individual responsibility to make the Hotline call. If you fail to report your reasonable suspicion of child abuse or neglect, you can be disciplined by the Chicago Board of Education, and the Illinois State Board of Education can suspend your educator's license.

Under CPS policy, you are also required to notify your principal or network chief of your Hotline call, so that appropriate social and emotional support can be provided to the student. Administrators who discourage you from calling the Hotline or ask you to change your report are subject to discipline. Report any supervisor who attempts to interfere with your reporting to the Law Department at 3-1700.

Student Code of Conduct (SCC Groups 1 through 6)

Student misconduct must be reported in Aspen, consistent with the Board's Student Code of Conduct. The Student Code of Conduct can be found at <http://policy.cps.edu/download.aspx?ID=263>.

Cleanliness and Maintenance of School Building

The Department of Facilities is responsible for the management and oversight of all facility and ground-related, excluding schools gardens, maintenance for the District and more specifically through the following five major service offerings - Custodial Maintenance, Building Preventative Maintenance, Building Repair (i.e. small projects), Pest Control and Grounds Maintenance (i.e. snow removal, landscaping, etc.). As of October 1, 2021, these functions have fully reverted to the Department of Facilities through several service contracts, and who may use the assistance of a consultant for managing services, Jones Lang LaSalle (JLL).

Within the FMO and/or Facilities teams, their staff includes custodians, custodial managers, building operating engineers, building managers, and district/operation managers. The building operating engineers are responsible for the operation of all heating, ventilating, air conditioning, plumbing, electrical, refrigeration, life safety, and swimming pool equipment within his/her/their work location and maintenance of said areas in order to prevent premature failure and extend the useful life of systems. Additionally, the engineer's position maintains these and any other mechanical equipment or building functions to ensure compliance with City, State, and Federal code. If your facility has any facility related issues, your FIRST/PRIMARY point of contact (POC) is the building manager.

Again, among the several essential services Facilities provides, one major area is control of insects and rodents with a focus on environmental health and safety to all CPS schools via the licensed pest control service provider, Landmark. Each site is inspected at least once a month or more if necessary. The pest inspectors are to provide their monthly inspection reports and update the Pest Control Log book located in the engineer's office of each school. It is the responsibility of the building engineer and building manager to ensure that the appropriate actions are taken based on the findings from the pest inspector. This may include targeted cleaning in certain areas, addressing building maintenance issues (filling in holes on interior or exterior walls) and/or coordinating with the school to eliminate clutter in specific areas of the building.

Pest Log Book

All CPS facilities should have a Pest Control log that contains the reports and recommendations per visit. The Building Engineer, Building Manager and Custodial Managers should review the log after every service and be vigilant about completing all recommendations provided by the pest control vendors. Once they have completed the recommended task, the responsible party should initial and indicate “completed” in the log book besides the task. Areas of suspected or indicated rodent activity should be checked and cleaned daily.

Rodent Activity

If activity is found within your school, please notify your building engineer and Building Manager so that they can address the issue immediately and notify the assigned Pest Vendor. Areas of suspected or indicated rodent activity should be checked and cleaned daily.

Tips for prevention:

- Ensure building is cleaned daily
- Ensure all crumbs and spilled food is cleaned immediately
- Restrict where food is eaten
- Seal all cracks and crevices to keep rodents out
- Make sure exterior doors sweeps are installed to prevent rodents from entering
- Make sure doors are not propped open which could allow rodents to enter the building
- Keep all food in airtight containers, and only store in designated areas, to discourage foraging insects from infesting the area.
- Keep all kitchen areas clean
- Ensure all trash is placed in waste baskets
- Limit areas with microwaves and refrigerators to designated eating areas
- Eliminate clutter in classrooms and other spaces.
- Clutter prevents the custodial crews from cleaning those spaces and provides a breeding ground for pest
- Food should not be stored in classrooms

If your school has on-going pest control issues that you feel your facility team has not been able to address, please email clean@cps.edu.

Recycling

All Chicago Public Schools are equipped with recycling dumpsters to accommodate and separate recyclables. All CPS schools must separate recyclables.

ITEMS TO RECYCLE:

- Paper (including catalogs, phone books, envelopes, junk mail, and all other) – do not bag

- Cardboard – break down but do not bag
- Plastic Bottles
- Aluminum Cans
- Steel Cans – rinse
- Glass
- Milk Cartons (if school system in place)

HOW TO COLLECT AND DISPOSE:

- Recyclables should be collected separately from trash and placed in blue bins.
- All recycling bins should be lined with a clear bag liner.
- Once ready for disposal, recyclables should be emptied into recycling dumpsters only. Recycling dumpsters are marked with a recycling logo.
- Paper and cardboard should NOT be bagged. Save the blue bags!
- Never dispose of any **black bags** in the recycling dumpster.

Environmental Guidelines

Renovation Projects

Any school- or community-sponsored event that involves work or renovations inside a CPS building, including scraping and painting, must have environmental testing for asbestos containing materials and lead-based paint completed prior to the start of work. Contact the Building Manager to inform them of the upcoming work and request that testing be completed. There is no cost to the school for the testing and/or any additional environmental work that may be needed.

Aromatherapy Sprays and Diffusers

The use of aromatherapy sprays and/or diffusers, candle heaters, air fresheners and the burning of candles in a school are prohibited as they cause elevated particulate readings above the indoor air quality standard and are a safety issue.

SCHOOL BUDGET

The Central Office Budget Department distributes budgets to schools annually for the next school year based on projected student enrollment. The budgets are usually distributed to schools in the Spring and in even-numbered years, are developed with the School's Continuous Work Improvement Plan (CWIP).

Regardless of when the school receives or is able to develop its budget, departments, grade level teams, specials teachers and special educators should advise the school administration of its needs for the next school year. Protocols for communicating those needs should be developed through departments and grade level teams.

SCHOOL RECORDS

School records include both individual student records and non-individual student records ("school business records"). Individual student records include, but are not limited to, Student Temporary Records such as Cumulative Records and Special Education Records and Student Permanent Records such as Transcripts, Health Records, and a copy of the original birth certificate used to fulfill the Missing Children Records Act. Student records can include any records that contain information directly related to a student or that identify a student and that are maintained by the district. School business records include records such as class attendance, rosters, payroll, financial records, Family Income Information Forms, and schedules. All school records, regardless of whether they are in paper or electronic format, must be retained and managed in accordance with federal and state laws and Board policies. It is the teacher's responsibility to ensure that classroom records, such as class rosters and student grades, are accurate and up-to-date. All school staff must ensure that only authorized individuals have access to records and that records are maintained in a safe, secure location where they will be protected from loss and damage. All records must be retained in accordance with the Board's Records Retention Schedule and can only be disposed of or deleted through established protocols and only after approval from the Local Records Commission of Cook County is received. Staff should review class gradebooks on a regular basis for accuracy, completeness, and adherence to school and/or district grading practice guidelines. Guidance can be found at <https://drive.google.com/file/d/12GUuLW1YcflnHIGGNOMnNN1sSJ1XqluU/view>

STAFF NEWSLETTER AND DAILY ANNOUNCEMENTS

[Principals: Customizable in its entirety. This is an example.]

The school makes daily announcements about school events during the last period of the day. The announcements are kept to three minutes or less to avoid disruption of instruction. To submit a request for an announcement, please reach out to Principal Ausar via email.

The administration sends weekly announcements to faculty and staff. It is usually sent out on Monday mornings so that faculty and staff will have access to it the next morning.

TECHNOLOGY SERVICES

If you have any technology-related questions or need technical assistance with CPS applications, systems, or devices, please contact our school's Technology Coordinator (TechCo) or designated technology support staff member via email at [Shaun Banks. via email to assist at SBanks23@cps.edu](mailto:SBanks23@cps.edu). They are your first point of contact and can assist you with a range of tech support needs, including:

- Troubleshooting and repairing school/classroom devices (such as Chromebooks, iPads, Windows, or Macbooks), as well as projectors and smartboards
- Replacing lost or damaged devices

For additional technology support, e.g., Aspen, password management, network connectivity, or other IT applications/services, please contact the IT Service Desk at 773-553-3925 or go to cps.edu/support to submit a self-service ticket.

Support Resources

- **Password Support:** For guidance and resources on staff and student account management, including password policy guidance, password self-service, and best practices, visit the Password Management site on the employee intranet: cps.edu/passwordmanagement.
- **Google Training:** To familiarize yourself with Google tools, e.g., Classroom, Meet, Chat, and Docs, visit the Google Training Site: cps.edu/googletraining.

VACATIONS

Vacation periods for local school staff who work less than 52 weeks are scheduled at winter break (up to 5 paid days and generally 5 unpaid days), spring break (up to 5 paid days) and summer intersession (approximately 8 unpaid weeks). The number of paid days to which an employee is entitled depends on the number of days s/he worked during the prior vacation accrual period.

WORK ORDERS

[Principals: Customizable in its entirety]

Teachers and staff who require assistance with moving furniture, minor repairs, temperature control and emergency clean-up should submit a written work order to _____ (ext.)

Chapter 2 - Academic and Student Matters

ADVISORY

One principal-directed preparation period per faculty member is an advisory period where faculty will meet with their students to provide support to students. The course is a college and career success program that combines key domains to drive academic achievement and

post-secondary success. These domains include core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection, and learning how to learn.

ASSEMBLIES

Assemblies are an extension of the classroom learning process. It is expected that students will learn and profit from the experience of the assembly. Teachers should take the time to explain proper decorum and procedures for entry, activities, exit, etc., prior to the assembly. Teachers are responsible for the general behavior of their students and those in the immediate vicinity. Students should be seated upright, should not use technology, and should be respectful to all presenters (i. e., the same behaviors expected in the classroom are expected in the auditorium). Teachers should **ACTIVELY MONITOR** the behavior of their students. Expediently seating students is imperative to meeting time requirements for the program being presented.

Seating will be assigned by appropriate personnel for all assemblies. Teachers are given charts designating the section and seats for their classes or divisions. Since these seating arrangements are used for all assemblies, the teachers should post the chart in the classroom

ASSESSMENT PLAN

The School Administration and the School Faculty developed an Assessment Plan for the school year during the Spring Semester last year. The Assessment Plan and Schedule for this School year is as follows:

[ENGLEWOOD STEM HS_SY2 Assessment Plan](#)

BANNED ITEMS

Students are not permitted to have banned items on school premises. Banned items make the school environment unsafe for the student or others. If a student possesses any banned items, teachers and staff must notify the Principal or Assistant Principal immediately.

- Weapons, dangerous instruments, explosives and fireworks*
- Alcohol, drugs (including marijuana), and tobacco/cigarettes*
- Jackets, sweaters, T-shirts, or any other article of clothing that signifies gang affiliation or affiliation with any organization other than those sanctioned by the school or that shows vulgar, obscene, demeaning, or suggestive language or pictures
- Technology that violates the Student Acceptable Use Policy

* School security should also be contacted for events with asterisks.

CLUB/ACTIVITY SPONSORS

[Principals: Customizable where indicated]

All staff members are eligible and encouraged to supervise or sponsor a club. Students should lead these clubs with facilitation from staff. The extracurricular program is an integral part of the student's whole development and should be supported by the largest number of Englewood STEM staff, as possible. The administration encourages both students and teachers to be actively involved in some aspect of the school's extracurricular program. Although there is an extensive list of athletic teams and clubs, staff members may form new organizations by submitting a proposal to AP Henderson. Staff is welcomed and encouraged to create new clubs and activities to meet the needs and interests of Englewood STEM students.

All Club/Activity/Sport sponsors **MUST** go through the proper Board vetting, including passing a criminal background check, if applicable, before working with students. **If the Club/Activity/Sport sponsor is a volunteer, he or she MUST be approved through the Board's volunteer onboarding process before starting the Club/Activity/Sport sponsorship role or otherwise working with students.** For more information regarding volunteering, please visit the Board's Family and Community Engagement² website at:

<https://www.cps.edu/about/departments/family-and-community-engagement-face/>. The Board's Volunteer Policy can be found at: <https://policy.cps.edu/download.aspx?ID=272>.

Club/Activity/Sport activities will receive payment per the collective bargaining agreement, or as agreed to in advance by administration. The following process applies at Englewood STEM:

All club and activity sponsors are reminded that the Board of Education rules mandate that the school Business Manager, Larry Anguiano, handle all funds. The Board's School Internal Accounts Management Policy (<http://policy.cps.edu/download.aspx?ID=185>) outlines the accounting procedures for school club and activity funds. All club and activity sponsors work with the Business Manager to fully account for the collection and disbursement of all funds.

Sponsors of extracurricular programs must:

- Coordinate with AP Henderson/Mr. Anguiano to reserve a room to hold meetings and activities;
- Advertise meetings and events by posting signs and posters in designated areas;
- Seek approval from AP Henderson/Mr. Anguiano before posting any signs/posters;
- Complete a fundraising request form, when needed, and submit it to the Business Manager for approval;
- Direct all members to exit the school when meetings conclude; and
- Comply with Board of Education rules governing fundraising, transportation, permits, etc. The Board's policy regarding bus transportation to students participating in designated Chicago Public School Programs can be found at

<https://policy.cps.edu/download.aspx?ID=148>. The Board's Student Travel policy can be found at <https://policy.cps.edu/download.aspx?ID=211>.

FIELD TRIPS

[Principals: Customizable where indicated]

Field Trips are an exciting part of each school year and can provide much needed connections, enhancements, and joys to learning. There are many options for field trips in our culturally rich city - and just as many free options for Chicago Public Schools. Teachers are encouraged and supported to take field trips throughout the year. However, they must meet certain logistical and educational criteria.

Field trips must be pre-approved by the Principal or Assistant Principal and otherwise comply with the Board's student travel policy located at <http://policy.cps.edu/download.aspx?ID=211>. Field trips should not be planned during professional development, testing time, dates preceding tests such as AP exams or PSAT/SAT tests or other dates identified by the principal. The following steps must be completed prior to the trip:

1. At least 3 weeks prior to a field-trip, the trip coordinator(s) will fill out the CPS field-trip form and return it to Ms Harvey in the main office. Once approved, the school calendar will be updated with the date/time/location of the field-trip so that all staff can see it on the Staff Calendar.
2. Once the field-trip coordinator(s) has decided which students will be attending the field-trip, he/she will hand out a consent that MUST be signed by each student's parent or legal guardian. Please make sure that each form has the student's name already written on it in order to eliminate students copying the forms.
3. 1 week prior to the field-trip date, the field-trip coordinator(s) will notify the entire teaching staff and administrators by email. Teachers and staff will then have 2 days to respond to the email about any students they do not want attending the trip for behavior or academic reasons (if it is an optional field trip). Once the 2-day deadline passes, requests for removal of students from field trips can only be made by the Office of Student Accountability in cases of serious offenses.
4. 1 week prior to the trip, the trip coordinator will also hand a hard copy list of students attending the field trip to the lunchroom manager so that lunch production for the school day is accurate. Please notify her if she should eliminate them for the lunch count for that day or prepare bag lunches.
5. 2 days prior to the trip, the trip coordinators will update their list and send out their finalized list to the entire staff again.
6. On the day of the trip, the field-trip coordinators will make sure to give the finalized roster to Ms Harvey/Ms. Binns - after they have taken off any students who did not come to school or are no longer going on the trip. This is very important to ensure that we have

an accurate understanding of who actually went on the trip and who didn't come to school but was supposed to go on the trip in case of parent inquiries.

7. Once the students are on the bus, Ms. Harvey/Ms. Binns will get on the bus and confirm attendance and number of students. The bus MUST NOT leave until this final step is completed. Please see Bus Request Process for reserving a bus.

BUS REQUEST PROCESS

Teachers need buses for various reasons throughout the school year. Whenever a teacher requires a bus, they are required to follow a specific protocol to ensure the bus is reserved and paid for appropriately:

1. Complete a Budget Expenditure Request Form (BERF) outlining:
 - a. the reason for the bus
 - b. the cost of the bus
 - c. the final destination
 - d. the times, dates, and persons involved
 - e. the detailed cost of the trip (entrance fees, food costs (if any), bus costs, etc)
 - f. the anticipated funding sources for each expense
2. Work with Ms. Harvey to complete a field trip request on ORACLE
3. Notify the principal that the request has been submitted in Oracle for approval
4. Contact an approved bus vendor*
5. Obtain a written quote outlining times, dates, costs and details associated with the bus
6. Complete a field trip form

ESP/PSRP EVALUATIONS

Effective with the 2017-18 school year, all ESPs/PSRPs' (except custodians, military staff, and NSS staff) evaluation documentation is stored and tracked in PeopleSoft. You are required to regularly check your email to follow along with the evaluation process.

For more information regarding evaluations, please visit CPS Employee Intranet at <https://intranet.cps.edu/operations/evaluations/esp-psrp-evaluation/>.

GRADE CHANGES AND APPEALS

After a grade becomes final, a student may appeal a teacher's grade to the principal. In the event of an appeal, the teacher will be notified. Principals may change grades only under certain circumstances. A teacher may appeal to the network chief if s/he disagrees with the principal's decision to change a grade. The Board's policy on grade changes is found at <http://policy.cps.edu/download.aspx?ID=64>.

GRADING STANDARDS

Teachers are responsible for regularly assessing students and notifying students and parents of student progress by regularly entering grades in Gradebook or other electronic systems developed by the Board.

The Board and the Chicago Teachers Union created a Grading Task Force that consists of teachers, principals and administrators to develop CPS Professional Grading Standards and Practices which Teachers must follow. Those standards and practices can be found at https://www.cps.edu/globalassets/cps-pages/about-cps/policies/administrative-hearings/professional_grading_standards.pdf. Teachers may develop individual policies consistent with the Professional Grading Standards and Practices Guidelines.

The standards permit grade level teams and departments to collaboratively establish grading categories and weights for use by those teams and departments. Principals may grant exceptions in unusual cases.

Please note that substitute teachers, including cadre substitute teachers, may not issue grades.

GUEST SPEAKERS/VISITORS AND VOLUNTEERS

[Principals: Customizable where indicated]

Faculty who wish to use guest speakers in the class must seek written permission from the principal 14 days prior to the anticipated lecture or demonstration. Faculty should make the request *via email*, and faculty should detail the nature of the lecture and its value to advance student learning in the class. The principal will act on the request as soon as practical.

All guest speakers and other visitors **MUST** go through the proper Board vetting before working with students. **If the guest speaker/visitor is a volunteer, he or she MUST be approved through the Board's volunteer onboarding process before working with students.** For more information regarding volunteering, please visit the Board's Family and Community Engagement² website at:

<https://www.cps.edu/about/departments/family-and-community-engagement-face/>. The Board's Volunteer Policy can be found at: <https://policy.cps.edu/download.aspx?ID=272>.

Once approved, faculty should direct the guest lecturer to the main office on the day of the lecture. The office will welcome him or her and escort the guest speaker to the proper classroom. A staff member must accompany the guest speaker at all times.

LESSON AND UNIT PLAN SUBMISSION

Lesson and unit planning are an essential part of teacher planning and preparation. The school requires that teachers submit lesson plans on a weekly basis. The plans should be submitted electronically to administration no later than 5pm on Thursday each week.

LIBRARY USAGE

The Library is a space used for the purpose of teaching and learning. Students must obtain a pass in advance. Students who do not use the library appropriately will be asked to leave. Students may not use the Library during lunch or before or after school for the purposes of “gaming.” Staff members should remember that the Library is a space for teaching and learning, and should avoid using the Library for individual work, planning, meetings with staff or students, etc. Food and drink is expressly prohibited in this area.

PROFESSIONAL DEVELOPMENT

[Principals: Customizable where indicated]

There are 10 Professional Development ("PD") days in the Academic Calendar for Teachers and other staff members.

Teachers

For teachers, seven of those days are principal-directed, four of which are full days of PD and three of which the school elected to redistribute (i.e., “Flex PD Days”) to *[describe redistribution voted on by school]*. The remaining three days are teacher-directed.

Teachers’ self-directed PD is an important part of teacher development and proficient teaching practice. We encourage grade-level teams and departments to work together to have meaningful PD activities that help all of us to continuously improve delivery of instruction. On teacher-directed PD days, teachers must be in attendance at the school engaging in PD activities unless the principal has given a teacher permission to attend an out-of-school PD activity. Requests to attend out-of-school PD activities should be submitted to the principal and certificates of attendance must be submitted on the next teacher attendance day.

Teachers and their evaluators will discuss their PD activities in pre- and post-observation conferences. Teachers and the evaluator will discuss and provide feedback to each other on teacher and school priorities for PD and information on available PD resources.

ESPs/PSRPs

For ESPs/PSRPs, all professional development days are principal-directed.

Professional development days will be designated to implement suggested strategies/development activities from the mid-year and final evaluation to improve the knowledge and skills important to the ESP/PSRP position, job performance, and career growth.

Learning Hub is CPS' collaborative platform devoted to employee learning and development. Employees should log in to search for and enroll in learning opportunities, view personalized learning announcements and access professional resources.

[Add or link to school's professional learning calendar]

REACH

Like all CPS schools, *Englewood STEM* administration utilizes the REACH process to evaluate teacher performance based on the agreement set forth in the Collective Bargaining Agreement. The components of REACH are: 1) professional practice and 2) student growth. Professional practice is measured using the CPS Framework for Teaching. Student growth is measured through REACH performance tasks.

Teachers can locate all REACH resources on the CPS Employee Intranet located at <https://intranet.cps.edu/operations/evaluations/reach/>, which includes the comprehensive REACH Handbook and Best Practices guidelines. Staff are encouraged to explore the Employee Intranet, as it provides a significant amount of resources for teachers and staff on the REACH process. Teachers are also encouraged to attend Framework Professional Development Opportunities.

RESEARCH AND STUDENT SURVEYS

External researchers wanting to either conduct research or use CPS student and/or staff data for research and evaluation purposes must submit research proposals to the Research Review Board ("RRB") for approval. Further information can be found at: <https://www.cps.edu/about/district-data/conduct-primary-research/>. CPS staff who are seeking to do research (i.e. conducting research for a master thesis or doctoral dissertation) are also considered external researchers and need to submit their research request to the RRB for approval

Written parental consent will be needed prior to students being required to submit to a survey that concerns one or more of the following protected areas:

- 1) Political affiliation or beliefs of the student or student's parent;
- 2) Mental or psychological problems of the student or student's family;
- 3) Sex behavior or attitudes;
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- 5) Critical appraisals of others with whom respondents have close family relationships;

- 6) Legally recognized privileges relationships, such as with lawyers, doctors, or ministers;
- 7) Religious practices, affiliations, or beliefs of the student or student's parent; or
- 8) Income, other than as required by law to determine program eligibility.

Parents are entitled to receive notice, review the survey, and opt their student out of the survey before the survey is provided to their student.

SPECIAL EVENTS

[Principals: Customizable to fit your school. Add or delete events as necessary.]

The school hosts several special events each year, some during the school day and some after the school day. For some special events during the school day, the school schedule is altered to accommodate parents and community members. Teachers and staff should take note and plan in advance for the altered schedule. The established events are:

August ___, 20___ Back to School Open House ___ (time) a.m. to ___ (time) p.m.*
 November ___, 20___ Parent-Teacher Conference, ___ (time) a.m. to ___ (time) p.m.*
 February ___, 20___ Student Science Fair ___ (time) p.m. to ___ (time) p.m.**
 April ___, 20___ Parent Teacher Conference, ___ (time) a.m. to ___ (time) p.m.*
 May ___, 20___ Student Arts Fair, (time) p.m. to ___ (time) p.m.**

*Altered school hours for all staff.

** After-school event; regular school hours for all staff.

STUDENT ATHLETES

The Board's "Revised No-Pass, No-Play Policy," can be found at <http://policy.cps.edu/download.aspx?ID=213>. Below are key points from the Board's policy:

- Attendance – A student who accumulates two (2) or more unexcused absences from class or school in a school week during the season shall be ineligible for the next week of competition. A student **with an unexcused absence** from school on the date of a game may not participate in the game.
- Scholastic Standing and Academic Eligibility – Academic performance is of utmost importance for student athletes. Because academic eligibility determines whether students can participate in athletic competitions, it is expected and required that GradeBook be updated and accurate, per the Grading Standards and Grading Practices Guidelines, located at

https://www.cps.edu/globalassets/cps-pages/about-cps/policies/administrative-hearings/professional_grading_standards.pdf. Present semester scholastic standing will be assessed on a weekly basis and eligibility for the following week processed on the final day of the preceding week. As such, it is essential that students' grades be updated regularly in order to reflect real scholastic standing. Further information regarding

scholastic standing for academic eligibility can be found in the Board's Revised No-Pass, No-Play Policy.

- **Interscholastic Eligibility** - Students that have passed 2.5 credit hours in the previous semester of attendance, in addition to maintaining or establishing a cumulative grade point average (GPA) of 2.0 or above at the beginning of the present semester are eligible for interscholastic (clubs and sports) activities/competitions. Athletes that have passed five classes in the previous semester with a GPA below 2.0 can be granted conditional eligibility, and are required to establish an individual study plan (ISP). Guidance for ISP can be found at <https://docs.google.com/document/d/1AkavSKwYBOC9wwyZiunQXbmb7DPN5igavw6b-kvNOTE/edit?usp=sharing>, which the principal must approve and report to the Office of Sports Administration. Athletes with an ISP must adhere to their plan as a condition of their eligibility. If a student fails to fulfill the requirements of their ISP, the student's eligibility to participate will be withdrawn.
- GPA and ISPs will be reassessed at the end of each academic semester.
- **Additionally - No Pass/No Play** – Per the Board's policy, all athletes are required to maintain a passing grade in all of their classes each week of the present semester. A failing grade in any class by an athlete at the end of a given week will result in ineligibility for the following week, which means the student cannot participate in any interscholastic contests during that week. Eligibility can be reinstated at the beginning of the next week once the student earns a passing grade in each of their classes.
- **Semester Grades** – In compliance with the Illinois High School Association and district athletic policy, athletes must pass 5 classes or 2.5 credits during the previous semester in order to be eligible for the next semester.

Additionally, please review the Office of Sports Administration's Concussion Guidelines, located at https://drive.google.com/file/d/1dPUy8ghFIY0wgMrZfN9E9_zUU1E28a4/view for an overview of school and district obligations to protect students from concussion injuries. These guidelines apply to all athletic play occurring in sports programs. The Board's Concussion Management Policy can be found at <https://policy.cps.edu/download.aspx?ID=258>.

STUDENT INFORMATION AND RECORDS

Student information includes any information that personally identifies the student or former student, as well as any writing or other recorded information that is maintained by the school or District, and that could identify a student. This includes, but is not limited to, grades, report cards, progress reports, Individualized Education Plans (IEPs), medical records, Department of Children and Family Services (DCFS) reports, emails between staff members discussing the student, and other highly-sensitive materials. Student information must remain confidential at all times. Staff members are not permitted to share personal information about students in public arenas at any time. Staff must maintain student privacy at all times.

- Do not discuss students in the hallways or in public places.
- Find a private location to discuss children with their parents.
- Find a private location (outside of instructional time) to discuss issues with students.
- Discipline discussions are private.
- Do not discuss children with anyone but their own parents. This includes siblings.

- Maintain all confidential records in a private location. Student records should be maintained in rooms or in file cabinets that can lock, but more than one person should have the key.
- Confidential records must be delivered directly to other staff members.
- Students may not be used as messengers of confidential materials for any reason.
- Highly sensitive materials should be delivered in a sealed envelope. They should not be placed in teacher mailboxes.

For more information on the proper maintenance, retention, and disposal of all school records, please review the Board's Records Management and Retention Policy (<https://policy.cps.edu/download.aspx?ID=180>), Student Records Management and Retention Policy (<https://policy.cps.edu/download.aspx?ID=84>) and the Records Management Page (<https://intranet.cps.edu/operations/records-management/>) on the CPS employee internet for guidelines documents, records retention schedules, and procedures for proper record storage and disposal. You may also contact the Records Management Unit at recordsmgmt@cps.edu.

Student Online Personal Protection Act (SOPPA)

SOPPA is a state law intended to ensure that online student data will be protected by the ISBE, school districts, and educational technology vendors (i.e. operators). The Board's SOPPA policy and district SOPPA guidance implement the SOPPA law. There are SOPPA requirements for all of us to work together to protect online student data: State, District, Operator, Principals and Teachers/Staff all have different roles and responsibilities to play in **complying with** SOPPA. Principals are responsible for ensuring that the Board's SOPPA policy is enforced at the school level and must ensure teachers and staff are only using authorized software. Teachers and staff should determine what authorized software, if any, is needed in their classroom and determine if this educational technology is on the list of authorized or prohibited software. Please review the district's SOPPA website at <https://www.cps.edu/about/policies/student-online-personal-protection-act/>. If you have questions about SOPPA, please contact privacyoffice@cps.edu.

STUDENT TEACHERS AND OBSERVERS

Student Teachers are an integral part of our teaching workforce. As defined by CPS, Student Teaching is the required full-time internship experience set by a university's education preparation program for students seeking an education degree and/or educator state licensure. The Board has partnered with more than 75 universities across the country to bring student teachers into our schools.

CPS student teaching takes place during both semesters. Prospective student teachers must apply for eligibility through the CPS student teaching program after being recommended by their university. Student teaching registration is completed in the semester prior to their placement and has strict deadlines for eligibility. Student teachers must pass a criminal background check

and tuberculosis test in order to enter the classroom. Once these required checks have been cleared, student teachers will receive a **report to service notification** from the CPS Talent Office. Principals and Mentor/Cooperating Teachers should request a copy of the report to service notification prior to the Student Teacher's first day. Student Teachers who have NOT received a report to service notification **may NOT report to student teaching** and should contact their University liaison immediately. Mentors and principals should plan to work with the University liaison regarding expectations for gradual release of the classroom, and the completion of the EdTPA, including required classroom videotaping.

More information can be found at teach.cps.edu/student-teacher.

STUDENT ATTENDANCE/TARDIES

Recording accurate attendance is essential at all times, and especially during the first 20 days of the school year. Enrollment during the first 20 days of the school year is what creates our dropout percentage rate at the end of the year. This means that if a student who is not present is accidentally marked present – even for a single period – during the first 20 days, they are counted as a dropout for our end of the year numbers. Please do everything within your control to help us maintain accurate records.

Teachers are required to enter attendance into Aspen for their classroom and/or class period. This attendance should be accurate and reflect students that were present, tardy or absent. For high school, attendance must be submitted by the end of each class period.

With the above information in mind, the following procedures apply when handling student tardies and submitting student attendance [*insert your local process with the above information in mind; you may also want to include what the procedures and expectations are for addressing unsubmitted attendance*]:

PREPARATION PERIODS FOR TEACHERS

High Schools

Teachers have 7 self-directed preparation periods and 3 principal-directed preparation periods per 5-day week. During short weeks, the preparation schedule remains the same. For example, Monday through Thursday are teacher-directed and Friday is principal-directed. A holiday falls on Friday. Monday through Thursday remain teacher-directed. The principal will not have a principal-directed preparation period this week.

Preparation periods are required only on regular school days or days designated for preparation periods. On non-regular school days, such as those involving field trips, testing, teacher absence or days of student non-attendance, teachers will not have the preparation period scheduled on the non-regular school day and the preparation period will not be rescheduled or made-up. Additionally, in the weeks that are shortened due to a holiday, teacher absence or the

academic calendar, teachers will not have the preparation period scheduled on the day that they are absent and it will not be rescheduled or made-up.

If a teacher-directed preparation period is canceled for reasons other than a teacher absence or other day of teacher non-attendance, the preparation period will be made up before the end of the academic quarter following the missed preparation. **In those cases, the teacher is responsible for logging the missed preparation period as soon as possible on the “Missed Preparation Period Log” found at <https://forms.gle/UrMUKr6DHxQdj2NW8> on the Google shared drive so that the school can reschedule any preparation missed.** During teacher-directed preparations teachers should be engaged in professional activities related to their teaching or their professional development. These activities include grading, lesson/unit planning, assessment development, room set-up, professional development activities, meetings with parents/students/teachers, IEP writing or meetings, pre- or post-observation conferences and like activities.

Principal-directed preparation periods will be devoted to department team meetings and joint work within those teams. Special Educators may be excused from principal-directed activities to meet with clinicians (related services providers).

Chapter 3 - Employee Benefits

BENEFIT DAYS

Eligible Board employees (full-time employees and half-time teachers) are provided paid time off (“benefit days”) in accordance with the Board’s Paid Time Off Policy (<http://policy.cps.edu/download.aspx?ID=49>) and, where applicable, the employee’s union contract (https://www.cps.edu/about/policies/administrative-hearings/#a_union-web-sites-and-contact-information).

The Board offers three main types of paid time off to eligible employees: vacation time, sick time, and personal business time. Employees must use benefit time for the purposes designated.

- **Vacation days:** Most school employees who are eligible for paid vacation benefits work a 10-month schedule and take vacation at dedicated vacation periods designated in the Board’s academic calendar. Those dedicated vacation periods occur at Winter Break (up to five paid days off) and Spring Break (up to five paid days off). The number of paid days to which an employee is entitled depends on the number of days s/he worked during the prior vacation accrual period.
- **Sick days:** Eligible school employees are provided up to thirteen (13) sick days, depending on years of service, for use during the school year. Employees may only use sick days for the employee’s own personal illness, including attending medical

appointments, and for the personal illness of the employee's immediate family or household, as defined by the Board's Paid Time Off Policy. Eligible employees may also use up to five days of their sick time for bereavement purposes, in accordance with the Board's Bereavement Leave Rule (see Board Rule 4-14(b) at https://www.cpsboe.org/content/documents/chapter_iv_board_rules_february_2020.pdf).

- **Personal business days:** Eligible school employees are provided up to three (3) personal business days per school year to attend to the employee's personal business. Personal business days will be evaluated and granted on a case-by-case basis, subject to the operational needs of the school and minimal interruption to normal school operations, including considerations of staffing requirements, sufficient student coverage, and special school events/days.

HOLIDAYS

The Board schedules eight (8) paid holidays for employees who work during the 10-month regular school year and up to eleven (11) paid holidays for employees who work 52 weeks.

- Labor Day
- Indigenous Peoples Day
- Veterans Day*
- Thanksgiving Day
- Day after Thanksgiving
- Martin Luther King's Birthday
- Christmas Day (52-week employees only)
- New Year's Day (52-week employees only)
- President's Day
- Memorial Day
- Juneteenth (52-week employees only)**
- Independence Day (52-week employees only)*

In general, staff must be paid for the day before/and or after the holiday in order to be eligible to be paid for the holiday. Pursuant to Board Rule 4-10, Holidays that fall on a Sunday shall be observed on the Monday following the holiday. Holidays that fall on a Saturday shall not be observed

**If Veterans Day or Independence Day falls on a Saturday, it is not a paid holiday, unless overridden by order of the Chief Executive Officer who has the authority to grant pay on the preceding Friday. If it falls on a Sunday, it is observed on the following Monday. When Veterans Day is not observed, the day before Thanksgiving is observed as a paid holiday for staff who are covered by a union agreement.*

***Staff must be paid for the day before/and or after the holiday in order to be eligible to be paid for the holiday.*

INSURANCE AND OTHER BENEFITS

Health, Medical, Life Insurance & FSA Accounts

The Board of Education offers health, vision, dental, life, accidental death and dismemberment insurance to eligible employees as well as FSA account options for dependent care expenses and medical expenses. Eligible employees are offered the opportunity to enroll in these benefits at or shortly after their hire. The Board has an annual open enrollment for these plans during which time employees may change their choice of plans. For more information, please visit HR4U.cps.edu and see the most recent Benefits Handbook under the "My Benefits" tab.

Retirement Savings Plans

The Board of Education offers retirement savings plans known as Section 403b and 457 plans to eligible employees. Those plans allow employees to make tax-deferred contributions from their paycheck to a savings account to be used in retirement. For more information on those plans, please refer to HR4U website and look under the "My Benefits" tab.

Employee Assistance Program

The Board of Education offers an Employee Assistance Program ("EAP") that can help you and your household members with a wide range of issues affecting your overall quality of life. Offered through Magellan Healthcare, all employees are automatically enrolled in the EAP, which is provided in strict confidence at no cost to you. The benefit includes up to three (3) confidential counseling sessions with a licensed behavioral health professional, as well as comprehensive online information and resources. You can reach the EAP by phone, 24/7/365 for a consultation, or to link to a counselor or crisis intervention at (800) 424-4776 (800-4CHIPSO) or online at www.magellanhealth.com/member.

LEAVES OF ABSENCE

Employees who are absent for 10 or more consecutive work days without a pending leave request or on an approved leave of absence are considered Absent Without Leave ("AWOL") and may lose their position. The Board of Education allows for a variety of leaves under Board Rule 4-14, including for personal illness and the illness of someone under an employee's care. All leaves of absence are subject to certain eligibility requirements and require approval.

Information on the Board's leave of absence options as well as instructions on how to apply for a leave through HR4U.cps.edu > Self Service (which can be found at <https://epm.cps.edu/psp/CPSEIPRD/?cmd=login>) can be found on the Absence and Disability Department's website at <https://sites.google.com/cps.edu/absenceanddisability/home>.

For further information regarding specific leaves, please see the following Board policies:

- Family and Medical Leave Act: <https://policy.cps.edu/download.aspx?ID=11>
- Parental and Supplemental Leave: <https://policy.cps.edu/download.aspx?ID=212>
- Victims' Economic Security and Safety Act (Vessa) Leave and Workplace Accommodations: <https://policy.cps.edu/download.aspx?ID=1276>

If you have a workplace injury, you must inform the designated person on the administrative team at cpswc@cps.edu immediately and contact CCMSI at 844-773-0209. Additional information regarding workers' compensation can also be found at <https://sites.google.com/cps.edu/absenceanddisability/workers-compensation>, which includes steps to report a work-related injury. You may also reference the CPS Employee Work Injury Packet found at <https://drive.google.com/file/d/1VHsUXZpsG271lkwQs17HOD3NV-q7IXb-/view> for additional information.

For questions regarding any other leave, please call the Board's Absence and Disability Department at 773-553-4748.

PENSION

Non-retired teachers who have educator licenses participate in the Public School Teachers Pension and Retirement Fund of Chicago (CTPF) (www.ctpf.org). CTPF provides teachers defined pension benefits based primarily on earnings and years of service credit. The teachers make a contribution to CTPF each pay period in lieu of contributions to Social Security. The Board of Education makes two contributions to CTPF (one for accrued liability and one for current "normal cost"), and the State of Illinois makes contributions to CTPF.

Retired teachers who are employed in various capacities and who are drawing a pension with CTPF have strict limitations on the number of days and the amount of wages/salary they may earn. Note that violation of those limitations can result in suspension of the retired teacher's pension. Retired teachers do not make contributions to CTPF.

CTPF is governed and managed independently of the Board of Education. Teachers who have questions regarding CTPF pensions should contact CTPF at (312) 641-4464.

Non-teachers who work more than 700 hours in a calendar year are participating members in the Municipal Employees Annuity and Benefit Fund of the City of Chicago (MEABF). The employees make a contribution to MEABF each pay period. MEABF provides its members with defined pension benefits based primarily on earnings and years of service credit that they earn. MEABF also provides employees a disability benefit subject to certain eligibility criteria. Members make a contribution to MEABF each pay period in lieu of contributions to Social Security. The Board of Education also makes a contribution to MEABF (through a City tax levy).

MEABF is also governed and managed independently of the Board of Education. Employees who have questions regarding MEABF participation and benefits should contact MEABF at (312) 236-4700.

WORKERS' COMPENSATION/ASSAULT LEAVE

Employees who are injured on the job may be entitled to benefits under the Illinois Workers' Compensation Act. Additionally, CTU members who are injured at work as a result of a school-related assault or battery may be entitled to assault leave benefits.

When an employee is injured at work, the employee should notify the administration immediately so that appropriate reports and referrals can be made. The administration will gather initial information (nature of the injury, how it happened, witnesses etc.) and, as necessary, refer the employee to submit claims for time off, medical examination and income replacement.

If you have a workplace injury you must inform the designated person on the administrative team at cpswc@cps.edu immediately and contact CCMSI at 844-773-0209. The administrative team will report a claim in ASPEN using the details provided by the employee, along with details from the administrative team's investigation. If you are seeking a leave of absence, you must request the leave through the HR4U Self Service system while a decision is made about your claim. You must follow the call-in procedures put in place by this handbook until any leave you may have applied for is approved.

In the event you are unable to work due to a non-occupational injury, sickness or pregnancy, you may be able to receive Short-Term Disability benefits. Under this plan, you may continue to receive a full or partial salary for up to 90 calendar days in a rolling 12-month period. If you are eligible for FMLA, it will run concurrently with Short-Term Disability.

For more information, please review the CPS Employee Work Injury Packet for Employees and/or visit the Absence and Disability web site at <https://sites.google.com/cps.edu/absenceanddisability/workers-compensation> or call 773-553-4748. You can also contact the CPS workers compensation team cpswc@cps.edu.

Chapter 4 - School/District Policies

STAFF ATTENDANCE PROCEDURES (TEACHERS, PSRPS, ESPS)

All staff must arrive to work every day at their assigned start-time. Staff must be ready to interact with students by 8:30 am.. "Ready to interact" with students includes:

1. At assigned door for student entry;
2. At assigned door for student monitoring;

3. At assigned door for student receiving and ready to teach;
4. At assigned location and prepared to work with students; and,
5. All personal articles put away and ready for the day to begin.

If you are tardy, please contact Ms. Binns/Ms. Harvey and report your estimated time of arrival as soon as possible.

All staff must swipe in and out using either their CPS ID or their unique 9 digit CPS ID number in the Kronos Time Clock. *[Include requirement that staff sign-in also, if applicable]*. Per Board Rule 4-9 (<https://www.cps.edu/sites/cps-policy-rules/board-rules/chapter-4/4-9/>), KRONOS is the Board's primary means for keeping an employee's time. Staff are prohibited from swiping the time card of another CPS employee, allowing one's time card to be swiped by another CPS employee, swiping in/out at an unassigned CPS location, or altering a time card of another CPS employee without authorization. Such misconduct will be considered time fraud and/or time theft and will be grounds for termination from employment.

If a staff member must leave the building for any reason (during a lunch break or for an emergency), he/she is expected to:

1. Swipe in and out using either their CPS ID or their unique 9 digit CPS ID number and the "Itinerant Button" on the Kronos Time Clock; and,
2. Sign in and out using the provided Daily Record of Employee Time (a.k.a. Sign In Sheet).

Failure to adhere to these practices may result in delay or loss of pay and disciplinary measures.

Staff is charged with knowing the Board's benefit time policies in the event he/she has a planned or unplanned absence.

BENEFIT TIME USAGE (INCLUDING DONATING SICK DAYS)

Paid time off is a benefit that teachers and staff are encouraged to use in accordance with the Paid Time Off Policy. Policy 302.9 (<http://policy.cps.edu/download.aspx?ID=49>). Use of benefit time is NOT a matter of discretion for employees, and requests for paid time off must be approved by the principal or other administrator.

As an employer, CPS has the right and obligation to ensure staff are using benefit days in accordance with Board policies and applicable collective bargaining agreements. CPS employees, including principals and tenured teachers, are subject to discipline, up to and including discharge, for improper use of benefit days or engaging in benefit day fraud. Additionally, misuse of benefit time has a direct impact on students and your school colleagues, due to challenges in securing substitutes, resulting loss of instructional time to students, and potential cancellation of teacher prep periods or class combinations to secure class coverage. Staff are reminded to use paid time off responsibly and in accordance with CPS Policy.

The <insert Englewood STEM> school has adopted the following procedures for requesting paid time off. All staff must follow these rules.

Sick Benefit Days

Appropriate use of Sick time:

Sick time may be used for an employee's own personal illness and to attend to the employee's medical needs (e.g., an annual physical or routine medical appointment).

Sick days may also be used for illness in the employee's immediate family or household. A definition of qualifying immediate family or household can be found in the Board's Paid Time Off Policy. Illness means: illness, injury or medical appointment.

Sick days may also be used consistent with the Board's Bereavement Leave Policy.

Sick time may never be used for vacation or personal business.

A medical note or other certification of illness may be required where: absenteeism exceeds three (3) consecutive days; at any time when there is an unusual pattern of sick day use; or there is suspected fraud. However, a medical note may not be requested from UNITEHERE or SEIU Local 1 bargaining unit members per Articles 8-3.5 and 13-3.10 of the respective CBAs until the absenteeism exceeds five (5) consecutive days, unless the employee's supervisor has a reasonable suspicion that an employee is abusing sick days, in which case a supervisor may require the employee to submit a physician's certification (or a certificate from the employee's religious advisor, if applicable), after the employee uses one (1) sick day.

Please note that, on May 10, 2019, the Illinois Appellate Court of Illinois, First Judicial District, affirmed the Board's adoption of an Illinois State Board of Education Hearing Officer's finding

that repeated misuse of sick time constituted irremediable conduct and cause for termination in Dorothy Crawley vs. Board of Education of the City of Chicago.

Requests for Sick Day Use:

Teachers and staff, as appropriate, must request a sick day as soon as possible through Frontline/Aesop and KRONOS. Requests should be made no later than 2 hours before the start of the school day.

Personal Business Days

Appropriate use of PB Days:

Personal business days will be evaluated and granted on a case-by-case basis, subject to the operational needs of the school and minimal interruption to normal school operations, including considerations of staffing requirements, sufficient student coverage, and special school events/days.

Whenever possible, teachers and staff should schedule vacation activities during their pre-defined vacation periods of Winter and Spring Breaks.

Requests for Use of PB Days:

Personal benefit time should be requested at least 5 work days in advance, except in unforeseen circumstances beyond the employee's control. In cases of unforeseen circumstances, the request should be made as soon as possible so that these requests can be evaluated to determine if granting the request will negatively impact school operations.

When staff requests for personal business days exceed staffing requirements, administration may grant requests based on priority or date of submission. If an employee fails to request a personal business day with appropriate notice, he or she runs the risk of being denied the benefit day depending on the school's operational needs. Employees seeking to use personal business days are encouraged to explain their specific need in order to assist administrators in making informed decisions when multiple requests have been received for a particular day.

Personal business days may not be used in any less than half-day increments.

Limits on PB Day usage:

No more than 5 PB day requests will be granted on any regular school day (3 teacher requests and 2 support staff requests) based on staffing and operational needs, unless there is an unforeseen circumstance that requires an employee's absence to attend to personal business.

Except in unforeseen circumstances beyond the control of the employee, personal business days will, in most cases, not be granted on special school days, including:

- School-wide testing days
- School improvement days
- Teacher institute days
- Professional development days

- Parent teacher conference days
- SEIU, Local 73, SEIU Local 1 and UNITE HERE Local 1 members may not use personal business days during the first and last week of school per Articles 12, 13-8.2 and 8-8.2 of the applicable collective bargaining agreement

Requests for personal business days on any of the aforementioned days are discouraged because absences during these days significantly impacts school operations. Nevertheless, such requests will be evaluated on a case-by-case basis by school administration. In order to assist administrators in making informed decisions in these instances, employees seeking leaves on any of the aforementioned days are encouraged to justify and explain their specific need to take personal business days on these days.

Religious Holidays

Religious holidays are days on which the well-recognized religious traditions of a particular religious community demand that participants recuse themselves from daily work to engage in a day of religious reflection, contemplation and observances.

Under Board Rule 4-10, appointed teachers (including Probationary Appointed Teachers and clinicians who are staffed in Teacher Positions) may take up to three (3) religious holidays with pay. Religious holiday requests must be evaluated on a case-by-case basis in order to determine whether the day is eligible for the use of a religious holiday benefit day.

To qualify to take a paid religious holiday under Board Rule 4-10:

- The teacher must be an adherent of the religion for which s/he is seeking a holiday.
- The holiday must be a religious holiday in which participants are required to recuse themselves from daily work to engage in religious observations during the school day.
- The teacher must give written notice to the principal within the timeframe delineated in the Board Rule in advance of non-attendance

To promote diversity and to comply with applicable law, any employee, regardless of whether the employee falls under Board Rule 4-10, may take time off to observe a religious holiday, provided that work schedules can be accommodated without undue hardship and provided that the time off is charged as vacation time, a personal business day, or zero pay. Except as required above in Board Rule 4-10 for appointed teachers, employees should provide the principal or his/her supervisor with written notice within the timeframe delineated in the Board Rule in advance of non-attendance.

Please review Board Rule 4-10 at <https://www.cps.edu/sites/cps-policy-rules/board-rules/chapter-4/4-10/> for more information regarding the use of religious holidays.

Employees may also receive accommodations in order to observe a sincerely held religious belief. Title VII of the Civil Rights Act of 1964 and the Illinois equivalent provide that employers must accommodate the sincerely held religious belief of all employees, so long as the accommodation would not cause an undue hardship. This may include, for example, an unpaid full or partial day off from work. Inquiries on religious accommodations should be submitted to ADA@cps.edu.

For reference, the following is a sample list of previously-approved religious holidays and are likely to be approved provided all other requirements under Board Rule 4-10, specified above, have been fulfilled:

Eid al Adha
Ashura
Rosh Hashanah
Dasara
Yom Kippur
Day of Atonement (Church of Israel of God)
Sukkot
Birth of the Bab
Shemini Atzeret
8th Day of Feast of the Tabernacles (Church of Israel of God)
Simchat Torah
Diwali
Birth of Baha'u'llah
Serbian Family Patron St. Day
Armenian Christmas
Orthodox Christmas
Maha Shivaratri
Magha Puja Day
Nowruz
Naw-Ruz
Mahavir Jayanti
Shab E Barat
Catholic Good Friday ¹
Last 2 Days of Passover
Orthodox Christian Good Friday ²
First Day of Ridvan
Ninth Day of Ridvan

¹ Based on the Roman Catholic Liturgical Calendar and observed by most Protestant denominations.

² Based on the Orthodox Christian Liturgical Calendar.

Twelfth Day of Ridvan
Declaration of the Bab
Ascension of Baha'u'llah
Shavout
Eid al-Fitr
Jehovah Witness Convention

The above list is not exhaustive and is subject to change at any time. Some previously-approved religious holidays may not be approved in subsequent years in-full or in-part if observance of the holiday takes place during non-working hours. If a religious holiday only requires observation in the evening, and not during the work day, it is not eligible for paid religious holiday. Further, please note that if a religious holiday falls on a Saturday or other non-attendance day, Board Rule 4-10 does not allow for religious holiday benefit day to be used on any day other than the actual observance date of the holiday.

Questions regarding which days are eligible for paid religious holiday should be directed to LaborRelationsES@cps.edu (elementary schools) or LaborRelationsHS@cps.edu (high schools).

Zero Days

Zero days are days on which an employee is not paid. They may occur at the employee's request when s/he does not have appropriate benefit time. They may also occur when a request for benefit day use has not been approved.

Approval of a request for zero days is discretionary to the principal and may occur only in exceptional circumstances (e.g., an employee with a life event who is out of personal business days or sick days.)

When a request for a benefit day has not been approved and the employee is absent regardless, the employee will receive a zero day and may be subject to discipline after a review of all the circumstances.

Donating Sick Days

Chicago Public Schools employees may donate a limited number of grandfathered sick days or CTU sick days to another employee who is on a Board-approved leave of absence for a serious illness. Childrearing leaves are ineligible for donation unless there is a serious underlying condition. The employee eligible for this sick day transfer benefit is allowed to receive a maximum of 45 sick days only once during their employment with the Board. Once days are donated, the donating employee relinquishes all rights to those days, even in the event they remain unused by the recipient. All donations received carry an expiration date. All unused donated days will be forfeited at the end of the following school year in which they were

received. The transfer of sick days are processed upon approval but the recipients will not be able to access their donated sick bank until all other benefit day banks have been exhausted.

Recipients

To be eligible, recipients must: (1) be on a Board-approved leave of absence for a serious medical condition; (2) have exhausted all paid benefit days (sick, vacation, personal business); and (3) have not previously received a sick day transfer from eligible donors.

For unionized employees, recipients must be covered by the same collective bargaining agreements as the donor.

For Non-CTU employees, recipients must also earn the same or less than the donor.

Donors

To be eligible, donors must have grandfathered sick days or CTU sick days available for use.

- Donors who are an immediate family member (son, daughter, spouse, parent) of the recipient may donate up to 45 sick days
- All other donors may donate up to 10 sick days

For unionized employees, donors must be covered by the same collective bargaining agreement as recipient.

Submitting a Sick Day Transfer Request

The Sick Day Transfer policy can be found on the Talent Office's Absence and Disability website. Please visit the Board's Absence and Disability Department website at <https://sites.google.com/cps.edu/absenceanddisability/sick-day-transfer?authuser=0> for the policy and for directions to submit a sick day transfer request. After receiving all completed authorization forms, the Absence and Disability Department will confirm receipt of authorization forms to donating employee(s) and verify eligibility of both recipient and donor(s). If the eligibility of the recipient and donor(s) has been verified, the Absence and Disability Department will notify the recipient when the donated sick days have been transferred for use. Processing time varies but can generally be expected within 2-3 weeks.

BULLETIN BOARDS/GLASS CASES

Bulletin Boards and glass display cases are made available to convey information to various audiences within the school community. They may not be used to advance political candidates or to promote religion.

Staff Bulletin Boards

The school administration maintains a staff bulletin board in the school office to post staff announcements and other employment-related materials. Please take note of the information posted there. If staff want to post information on that Board, please submit a request to the school principal.

The school also has designated two bulletin boards for use by unions representing school staff. Only union delegates and stewards may post official union notices or other official materials relating to union business on these bulletin boards.

Classroom Bulletin Boards

Each classroom has one or more bulletin boards. Teachers are responsible for maintaining them and using them as an adjunct to instruction and creating an environment that fosters student learning.

Hallway Bulletin Boards

Hallway bulletin boards are for use by departments, grade levels and student clubs, which will be responsible for maintaining them. The school administration will work with those groups to designate their bulletin boards.

Glass Cases

The school uses glass cases to display awards and accolades achieved by the school, its faculty, staff and students. They are maintained by departments designated by the school administration.

CAFETERIA

[Principals: Customizable where indicated]

The cafeteria will be open daily at 7:30 am for student breakfast and will close at 8:25 am. Lunch is served to students during their designated lunch period. During their assigned lunch periods, if students wish to *go to the library for scheduled tutoring, or meet with their counselor, they must have a pass (obtained in advance) from the counselor and/or the teacher. The student must present the pass and their identification card to the security staff member stationed outside of the cafeteria to be permitted to leave the cafeteria*].

Students needing to go to other offices must report to the office before lunch, as they will not be permitted to leave the lunchroom. Students needing to use the washroom facilities will be given a pass by the attending security guard. Security will control the flow of students needing this privilege.

CELL PHONE USE

Cellular telephone use or other electronic communication or listening devices are permitted in common areas of the school outside of instructional time. They may not be used in the classroom without the express permission of the classroom teacher. Teachers should develop policies and enforce it in their classrooms. Teachers may use such devices as necessary to aid instruction or to communicate with parents, etc.

As highlighted in more detail below, students and CPS staff must adhere to the Student Acceptable Use Policy (AUP) and the Staff Acceptable Use Policy found at <https://policy.cps.edu/download.aspx?ID=203> and <https://policy.cps.edu/download.aspx?ID=2>, which establishes the standards for acceptable electronic activity of students, employees and other authorized Users accessing or using the district or school technology, internet and network systems regardless of physical location and also the electronic communication between students and CPS staff and other adults who work in schools. For more information regarding the Acceptable Use Policies, please visit <https://cps.edu/AcceptableUsePolicy/Pages/aup.aspx>.

CLASSROOM REQUIREMENTS

Teachers should have the following items available and easily accessible for anyone who enters the classroom:

1. Seating chart or names on students' desks;
2. Lesson plan book;
3. Time distribution sheet posted, and/or daily schedule;
4. Teacher's guides for all subject areas;
5. Instruction regarding classroom groupings;
6. Information on procedures students must follow for lunch and bathroom use;
7. List of students involved in special programs (e.g., special education, pull-out, bilingual services, etc.). The list should indicate when and where the students go and the pick-up/return procedure; and,
8. A substitute folder, clearly marked, and placed in your center drawer which contains the above-listed items.

COMMUNICATIONS/ACCEPTABLE USE POLICY

Prohibitions

All CPS employees are prohibited from communicating anything that:

1. Is hateful, harassing, threatening, libelous or defamatory;
2. Is offensive or discriminatory to persons based on 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 (includes hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists), ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration or citizenship status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, weight, height, or on the basis of a person's association with a group 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 per the Board Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, and Retaliation Policy located at <https://www.cps.edu/sites/cps-policy-rules/policies/100/102/102-8a/>

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. Has the intention to incite violence, cause personal harm or bodily injury, or to harass, threaten or stalk another individual;
5. Impersonates any person living or dead, organization, business, or other entity;
6. Discloses Board trade secrets, or confidential or proprietary information, including student record information, without authorization or without proper security measures;
7. Discloses personally identifiable student information, videos and photographs without authorization or without proper security measures;
8. Shares confidential information about students or CPS personnel in a manner that violates state law, federal law, Board rule, policy or guideline;
9. Shares CPS email addresses or distribution lists for uses that violate the Acceptable Use Policy or any other Board policy;
10. Transmits personally identifiable information without appropriate security safeguards;
11. Disrupts the proper and orderly operation of a school or office;

All CPS employees are prohibited from using public resources to:

12. Promote or participate in any way in unauthorized raffles or fundraisers;
13. Promote or participate in any way in partisan political activities;
14. Promote or participate in any way in internal political or election activities related to a union or other organization representing employees except as explicitly authorized by Board-executed collective bargaining agreements;
15. Engage in private business, commercial or other activities for personal financial gain;
16. Engage in inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images, or other sexual activities;

Media Interactions

Only the CEO or their designees have the authority to designate approved media spokespersons for the District. CPS staff members who have not been designated as approved spokespersons are prohibited from addressing the news media in their capacity as a CPS employee, and are prohibited from representing the District in the news media. While CPS staff can address the media in their personal capacity, they are prohibited from presenting their personal views as a representation of the District, and they are prohibited from misrepresenting District policy or actions. CPS staff are also prohibited from using public resources to address the media in their personal capacity.

Internal Communications

Principals or their designees are solely responsible for disseminating relevant, accurate, and timely information to school communities and the public on behalf of the school. Only the school's principal or their designee has the authority to represent the school in an official

capacity when communicating to groups of CPS staff, students, and families. While CPS staff can communicate with staff, students, and families through the regular course of their duties, they are prohibited from presenting their personal views as a representation of the District, and they are prohibited from misrepresenting District policy or actions. CPS staff are prohibited from using public resources to disseminate non-official information to CPS staff, students, and families.

Technology Use

The Board of Education provides employees with access to its email system and a number of electronic tools for communicating with colleagues, students, families and the school community.

Use of these systems is governed by the Board's Acceptable Use Policy for Staff (<http://policy.cps.edu/download.aspx?ID=2>) and Acceptable Use Policy for Students (<http://policy.cps.edu/download.aspx?ID=203>). Communications between staff and from staff to students, parents and community members must always be professional and polite. They must always ensure that confidentiality of student information and records is maintained. Due to public interests and privacy concerns, use of CPS systems is restricted to Board business and there are a number of uses that are restricted or prohibited. Please consult the policies or CPS Acceptable Use web site at <https://cps.edu/AcceptableUsePolicy/Pages/aup.aspx> for information regarding the restrictions. Additionally, please be mindful of the Board's Policy on Reporting Of Child Abuse, Neglect And Inappropriate Relations Between Adults And Students, which can be found at https://www.cpsboe.org/content/actions/2022_06/22-0622-PO2.pdf.

School staff must use CPS network systems (e.g., email, gradebook etc.) to communicate with students and their families. School staff may not use private emails, text messages, or other non-CPS platforms to communicate with students and their families.

Social Media

Only the CEO or their designees have the authority to disseminate information on official District social media accounts. Only principals or their designees have the authority to disseminate information on the school's official social media accounts.

CPS staff are prohibited from representing the District or their school on their personal social media accounts. While CPS staff are free to communicate their personal views on personal social media accounts, they are prohibited from presenting their personal views as a representation of the District, and they are prohibited from misrepresenting District policy or actions. CPS staff are also prohibited from using public resources to post on social media in their personal capacity.

CPS Staff must abide by the Acceptable Use Policy (linked above) when using social media, even in their personal capacity.

Staff may not communicate with students for any purpose via any social media platforms (e.g., Facebook, Twitter etc.) and may not be "friends" with students, "follow" students, or "subscribe" to student accounts on these platforms. Staff must decline student attempts to contact them or

“friend,” “follow,” or “subscribe” to them via social media platforms.

Staff are prohibited from sharing photos of students on any social media or digital platform.

Website

Only Principals or their designees have the authority to disseminate information on the school's website.

DISCIPLINE

The Chicago Public Schools requires its employees to perform their job duties and responsibilities in a manner that promotes the best interests of students, furthers the goals of the district, and results in the highest level of public trust and confidence.

Staff members are responsible for becoming familiar with and adhering to all Board and school policies and rules. Board policies can be found at policy.cps.edu. Board rules can be found at <https://www.cpsboe.org/rules>.

Should staff members violate any Board or school policies and rules, they may be subject to discipline, up to and including dismissal. Please refer to the Office of Administrative Hearings' (formerly Office of Employee Engagement) website at www.cps.edu/oah for more information regarding the discipline process and inappropriate behavior.

DRESS CODE

Teaching is a profession. Our professionalism is established, in part, by the image we present to our school leaders, partners, and the representatives of the public with whom we interact. We serve as models for our parents and students. Our attire is important and should be appropriate for an academic environment. Accordingly, please consider the following guidelines for appropriate attire.

Business Attire

Teachers, instructional staff and administrative staff should wear business attire. Below are examples of attire that is appropriate:

- Blazers, suits or sports coats
- Dress pants or slacks
- Dresses, skirts
- Dress shirts, oxford button-down shirts
- Polo shirts
- Sweaters and cardigans
- Dress shoes, loafers

Below are examples of unacceptable attire:

- Jeans or other denim clothing
- Leggings, spandex, fleece or sweat pants
- Athletic wear³
- T-shirts, except for school spirit wear
- Shorts⁴
- Sneakers, flip flops or beach sandals
- Head coverings⁵, including hats and caps
- Clothing, including face coverings, with writing or slogans. This includes any symbols or messages that are disruptive, unsafe, or blatantly offensive to others.
- Apparel and face coverings that are solicitous, profane, obscene, derogatory or inflammatory to racial, ethnic or religious groups, symbols of violence or advertise such things as alcohol or illegal substances

Uniform

Security, Custodians, Engineers, and Lunchroom workers are required to wear uniforms or attire appropriate to their work as directed by Central Administration.

Reasonable Accommodation of Religious Beliefs

[Englewood STEM] recognizes the importance of individually held religious beliefs. Those requesting a workplace attire accommodation based on religious beliefs should contact the Americans with Disabilities Act and Compliance Department (ADA Office) at ADA@cps.edu. For more information on the ADA Office, please visit <https://sites.google.com/cps.edu/absenceanddisability/americans-with-disabilities-act-and-compliance?authuser=0>.

Casual Days

The school administration may declare some school days as casual days when more casual clothing is appropriate. The school administration may also declare special events days (e.g., school spirit days, college alumni days) which encourage staff to wear certain apparel demonstrating pride in their college or the school.

³ Unless it is required or necessary as part of the position

⁴ Unless it is required or necessary as part of the position

⁵ Consideration will be given for head coverings associated with medical, cultural, or religious reasons. Those requesting a workplace attire accommodation should contact the Americans with Disabilities Act and Compliance Office as detailed in the next section.

DRUG AND ALCOHOL FREE WORKPLACE

The Board operates a drug and alcohol free workplace. See Rule 4-4(e) & 4-4(h) at http://www.cpsboe.org/content/documents/chapter_iv_board_rules_december_2016.pdf

Employees may not bring or be under the influence of illegal drugs or alcohol while on Board time or on Board property. Employees who are suspected of being under the influence of illegal drugs or alcohol may be subject to drug/alcohol screening and subject to discipline, up to and including dismissal.

DUPLICATING MATERIALS FOR CLASS

[Principals: Customizable in its entirety]

Teachers and staff may not duplicate copyrighted material. It is illegal.

Given the cost of duplicating and advances in the use of technology, the administration requests that staff minimize duplicating requests and use electronic forms of media in lieu of paper whenever possible.

EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education is committed to providing a safe and secure working and learning environment free from Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and/or Retaliation in any program or activity. Specifically, but not limited to, discrimination, harassment, sexual harassment, sexual misconduct or retaliation on the basis of **actual or perceived** sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), race or ethnicity (includes hair styles historical associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists), ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, **age**, immigration or **citizenship** status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union-related), military status, unfavorable discharge from military service, weight, height, 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**.

Complaints of Discrimination, Harassment, Sexual Harassment, Sexual Misconduct or Retaliation

Reports of discrimination, harassment, sexual **harassment**, sexual misconduct or retaliation may be made using any of the following options:

A. District's Chief Title IX Officer, (the district's designated Title IX Coordinator), Office of

Student Protections & Title IX (OSP) - Camie C. Pratt, 42 W. Madison Street, Chicago, IL 60602; Phone: 773- 535-4400 or Email: osp@cps.edu

- For any inquiries or complaints by anyone related to student-to-student or adult-to-student Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation, and equity in athletics or academics.
- Refer to the OSP Procedure Manual for additional information found at <https://www.cps.edu/globalassets/cps-pages/about-cps/department-directory/equal-opportunity-compliance-office-eoco/office-of-student-protections--title-ix-osp-procedure-manual-effective-august-14-2020-versio-3.pdf>

B. Contact information for each school principal can be found on the CPS Schools Webpage located at <https://cps.edu/Pages/AboutOurSchools.aspx>.

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- Refer to the Student Code of Conduct at <https://policy.cps.edu/download.aspx?ID=263> and/or the Addressing Bullying and Bias-Based Behaviors Policy located at <https://policy.cps.edu/download.aspx?ID=264>

C. Equal Opportunity Compliance Office (EOCO); 110 N. Paulina Street, Chicago, IL 60612; Phone: 773-553-1013

- For inquiries or complaints related to Covered Individual Adult Complainants regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation based on Protected Categories.
- Refer to the EOCO Procedure Manual located at https://www.cps.edu/globalassets/cps-pages/about-cps/department-directory/equal-opportunity-compliance-office-eoco/eoco_proceduremanual.pdf

In compliance with the Board's Policy on Reporting of Child Abuse, Neglect and Inappropriate Relations Between Adults and Students, Board Report: 18-0627-PO3A, all school personnel are mandated reporters who are required to immediately call the DCFS Hotline at 1-800-252-2873 (1-800-25-ABUSE) when there is reasonable cause to believe that a child known to the reporter in the reporter's official capacity may have been abused or neglected, as well as any interactions or behaviors which suggest that an adult has or had an inappropriately intimate relationship with a child or may be grooming a child, even if the employee does not have reasonable suspicion that sex abuse is occurring or has occurred.

Please note:

- Board policy prohibits retaliation against employees who file EOCO complaints or who participate in their investigations.
- Employees who witness discrimination or harassment must report it as outlined in the Board's Comprehensive Non-discrimination Policy found here: <https://policy.cps.edu/download.aspx?ID=1280>
- The Board's EOCO website is found here: <https://cps.edu/Pages/EqualOpportunityCompliance.aspx>.

Workplace Accommodations for Employees with Disabilities

Employees with physical, cognitive or psychological disabilities who can perform the essential functions of their job may be eligible for reasonable workplace accommodations to assist them in performing their jobs. Employees who require such accommodations are encouraged to contact the Americans with Disabilities Act and Compliance Department, Talent (ADA Office). Employees who return to work with restrictions will also be referred to the ADA Office.

The ADA Manager will assign an ADA Investigator to work with the employee to assess the employee's requests and review documentation. The assigned ADA Investigator will then work interactively with the employee and his/her supervisor to determine what reasonable workplace accommodations can be made to assist the employee. Accommodations can include modification of non-essential duties, scheduling accommodations, leave extensions, assistive equipment or other temporary assistance.

The ADA Office also handles requests for Nursing Mothers, Victims' Economic Security and Safety Act (VESSA) accommodations, and religious accommodations. Additionally, the ADA Office manages the Sign Language Interpreter Program for all District affiliated adults.

The Board's Americans with Disabilities Act (ADA) Policy is found here: <https://policy.cps.edu/download.aspx?ID=127>. For faster processing of requests for accommodations and/or sign language interpreting services, email the ADA Office at ADA@cps.edu. Additional contact information is listed is listed here:

Talent - ADA Office

2651 W. Washington Blvd, Suite 255, Chicago, Illinois 60612

Phone: 773-553-1013 / Fax: 773-553-1091

Email: ADA@cps.edu

Visit the ADA website for additional information including request forms:

<https://sites.google.com/cps.edu/absenceanddisability/americans-with-disabilities-act-and-compliance>

ETHICS

As public employees, all school staff are required to maintain high ethical standards to preserve the trust of residents and taxpayers and set a good example for students. Please consult the Board's ethics webpage for ethics guidelines, ethics forms, questions and answers, the Code of Ethics, and contact information for the Board's Ethics Advisor: (http://cps.edu/About_CPS/Policies_and_guidelines/Pages/Ethics.aspx).

The most important provisions for school employees in the Code of Ethics are summarized below:

- **Fiduciary Duties:** Employees owe a fiduciary duty to the Board and the public. This means that an employee has an obligation to act in the best interests of the Board and the public by avoiding conflicts of interest and acting in good faith.
- **Use of Board Property and Funds:** Board property and funds should only be used for Board purposes.

- **Nepotism:** Employees should not hire or be hired by relatives, or supervise or be supervised by relatives or otherwise provide favorable treatment to relatives.
- **Economic Interests:** Employees may not have an economic interest in contracts with the Board, work or business with the Board or sale of any article to the Board.
- **Gifts:** Gifts intended to influence official actions are prohibited, and there is a presumption that individual gifts of \$50 or less are insufficient to influence official actions.
- **Secondary Employment:** Employees who have second jobs during the school year must file Secondary Employment Forms, while employees who have second jobs only during intercession periods (winter break, spring break or summer break) must file Intercession Secondary Employment Notification Forms. **Secondary employment may not infringe on the duties and demands of CPS employment.** Employees may not work directly for parents of students they currently teach (e.g., tutoring, private music/language lessons, babysitting, test preparation, etc.). The Secondary Employment Approval Form can be found at <https://www.cps.edu/globalassets/cps-pages/about/ethics/secondaryemploymentapproval.pdf>.
- **Use or Disclosure of Confidential Information:** Employees shall not use or disclose confidential information gained through employment unless it is required by law to perform official job duties.
- **Political Activities:** Employees may engage in political activity on their own time and off of Board premises, but may not use Board time, Board resources, or their official position to engage in political activity.
- **Local School Council (LSC):** **Non-school staff** LSC members cannot work at the school where they serve on the LSC. **Former LSC members cannot work at the school for at least one year after termination of serving on the LSC.**

For more detailed information or specific questions, please refer to the Ethics website at <https://www.cps.edu/about/ethics/> or the CPS Ethics Intranet at <https://intranet.cps.edu/operations/ethics/> or contact the Ethics Advisor at ethicsinquiries@cps.edu.

FUNDRAISING

Fundraising is an important component of family and community engagement that provides schools with additional resources to help strengthen and enrich their educational programs. While the Board of Education of the City of Chicago encourages and appreciates such contributions, it must ensure that fundraising activities conform to law, Board policy, and best practice. These guidelines are intended to provide schools and their partners with the expectations the Board has for all fundraisers.

The Internal Accounts Manual is every principal's guide to successfully managing the business aspects of running their schools, including fundraising. Please work with your school's administration to assist in hosting a successful fundraiser.

Fundraising activities should have the primary goal of benefiting CPS students, and must enhance the school's ability to provide a well-rounded learning environment for CPS students. It is important to note that all collections from the sale must be submitted to the School Treasurer on the day of collection. If unable to do so, an explanation must be provided in writing. Second,

the funds should be used during the year in which they are raised for the intended purpose. When there are funds remaining at the end of the school year, work with your administration to develop a written plan for the use of those additional funds. LSC approval is required.

Board rules and policies relevant to fundraising include, but are not limited to:

1. [Commercial Activity](#) (06-0628-PO1)
2. [Acceptance of All Grants, Gifts and Donations](#) (04-1027-PO1)
3. [Policy on Local School Council Fund-Raising](#) (97-0226-PO2)
4. [School Internal Accounts](#) (08-0924-PO3)
5. [Asset and Inventory Management Policy](#) (17-1025-PO1)
6. [Use of School Building After Regular Hours of Building Operation](#) (Rule 6-25)
7. [CPS Insider's Guide to School Internal Accounts 2020 Manual](#)

All forms needed may be found on CPS Employee Intranet at:
<https://intranet.cps.edu/operations/employee-school-reimbursement/>.

If you have questions, ask before you act! Contact the School Support Center at (773) 535-5800 or a School Law Attorney at (773) 553-1700.

FACULTY MAILBOXES AND EMAIL

The school maintains mailboxes for faculty members. The school administration is responsible for maintaining them. Use of mailboxes for purposes other than CPS business is restricted.

Employees must abide by the following restrictions:

- Official union materials may be placed in the mailboxes by the Union delegate or steward as long as a copy is provided to the principal in a timely manner.
- Fliers or mass distribution of notices in mailboxes is not permitted without principal permission.
- Information regarding non-CPS business is not permitted without principal permission.
- Political or religious materials may not be distributed in the school or in faculty mailboxes.

Email Signatures

Email signatures should contain name, title, school/department, contact information (e.g. phone number, email address, fax number). Optional items could include a school website address and personal pronouns. Employees should not include extraneous information (e.g. quotations, reading lists, etc.)

Virtual Backgrounds

When meeting with students or parents through Google Meet or other video conferencing platform, any visible messaging or signage in the background of the video call should conform

to the bulletin board standards for in-class education. If this is not possible, staff should use a pre-set background in Google Meet or the blurring feature.

RESPONDING TO EXTERNAL REQUESTS RELATED TO LEGAL MATTERS

Employees who receive a request in a pending or anticipated legal proceeding must notify and refer all such requests to the **General Counsel (rverma@cps.edu) (tel: 773-553-1700) or a Managing Deputy General Counsel (lnmassey1@cps.edu or ekbarton@cps.edu) (tel: 773-553-1700)** to ensure the Board of Education properly addresses the requests.

Employees should explain to requesting attorneys, law enforcement personnel or others involved in legal proceedings that the employee cannot answer questions or provide documents requested except through the General Counsel. Answers and/or documents must come from the General Counsel. Requests may come in any of the following forms:

1. A visit from an attorney representing someone in a pending or anticipated legal proceeding.
2. A telephone call, a letter or electronic communication (email, text, electronic messaging through social media messaging platforms) from an attorney representing someone in a pending or anticipated legal proceeding.
3. A visit from law enforcement (police, sheriff, US Marshal, FBI, other federal agents, states attorneys, US attorneys etc) seeking information about CPS employees, students, volunteers, or vendors or about CPS transactions or business.
4. A telephone call, a letter or electronic communication (email, text, electronic messaging through social media messaging platforms) from law enforcement (police, sheriff, US Marshal, FBI, other federal agents, states attorneys, US attorneys etc.) seeking information about CPS employees, students, volunteers, or vendors or about CPS transactions or business.
5. Subpoenas, which may take several forms, including:
 - a. for documents in a pending civil or criminal case;
 - b. for documents in a grand jury investigation;
 - c. for testimony in a civil or criminal case; and
 - d. for testimony before a Grand Jury in a grand jury investigation.

MOMENTARY PHYSICAL INTERVENTIONS AND PHYSICAL TIME RESTRAINTS, TIME-OUT, AND ISOLATED TIME OUT OF STUDENTS

School staff may **only** employ a momentary physical intervention with **a** student, which is defined as **the use of brief (i.e., 5 seconds or less) physical intervention with a student using limited force by direct person-to-person contact. Momentary physical interventions do not restrict or immobilize a student from freely moving their body and limbs for a period of time.**

For more information, please review the policy on Behavioral Interventions, Physical Restraints, Time Outs and Momentary Physical Intervention for Students at <https://www.cps.edu/sites/cps-policy-rules/policies/700/705/705-4/>.

No untrained staff member may engage in a physical restraint, time out, or isolated time out in accordance with CPS' policy on Behavioral Interventions, Physical Restraints, Time Outs and Momentary Physical Intervention for Students, which can be reviewed at https://www.cps.edu/sites/cps-policy-rules/policies/700/705/705-4/#title_2.

PAYROLL PROCEDURES - KRONOS

Employees are responsible for timekeeping. Payroll Services publishes guidance on how to use the Kronos Self-Service System to keep your time, which can be reviewed at <https://sites.google.com/cps.edu/payroll-kc/home>.

Swiping the Kronos Clock

To ensure accuracy, all employees should “swipe” in and out using their identification badge. That will avoid mis-keyed identification numbers.

Teachers are exempt employees who are paid a salary. It is recognized that teachers often have to work beyond the school day to complete and prepare for their work. Teachers are required to swipe the time clock when they enter the school and again at the end of the day when they leave. Teachers are not docked for late swipes or early departures but may be subject to discipline.

Note: Teachers who work in paid after-school programs may be required to complete additional time-records for those programs.

ESPs/PSRPs are non-exempt employees who get paid for all of the hours that they work. ESPs/PSRPs must swipe in when they begin their shift, swipe out for lunch, swipe back in after lunch, and swipe out at the end of the day. ESPs/PSRPs should not swipe in/out for break time. ESPs/PSRPs will be docked if a swipe is made after 7 minutes.

Note: ESP/PSRPs cannot work additional hours without the express knowledge and approval of the school principal. If overtime is accumulated without the express knowledge and approval of the school principal, the ESP/PSRP may be subject to discipline. Overtime hours are paid at the ESP/PSRP's normal hourly rate until s/he works 40 hours in the week and then at time and one-half the normal hourly rate.

As stated in an earlier section, please be advised that staff are prohibited from swiping the time card of another CPS employee, allowing one's time card to be swiped by another CPS employee, swiping in/out at an unassigned CPS location, or altering a time card of another CPS employee without authorization. Such misconduct will be considered time fraud and/or time theft and will be grounds for termination from employment.

Requesting Paid Time Off

Employee requests for paid time off should be made through Kronos and should meet school rules regarding timeliness (in addition to any other notice requirements like Frontline). Please refer to earlier sections regarding benefit day usage.

Reviewing/Editing Time at the End of the Pay Period

At the end of every pay period, **Payroll Services** will transmit a notice encouraging all employees to review their time so that they are sure it is accurate before it is submitted to Payroll for payment. Review and edit requests typically have to be completed by 2:00 p.m. the Wednesday following the end of the payroll period, though in shortened weeks it may be required earlier. Employees should check their time and request necessary edits (i.e., full schedule time, paid time off, etc.) as soon as possible after the close of the payroll period.

PERSONAL CONTACT AND EMERGENCY CONTACT INFORMATION

The school and the Board may, from time-to-time, need to contact you or, in cases of emergency, your designated emergency contact. Please keep this information up-to-date at both the Board and School level.

If you have not submitted or updated your personal and emergency contact, please do that as soon as possible by (1) filling out the "Contact Card" with the School Clerk and (2) logging on to HR4U, then click on the following:

- Self-Service
- Personal Information
- Home and Mailing Address

RESIDENCY

Under the Board's Residency Policy (<http://policy.cps.edu/download.aspx?ID=179>), full-time board employees hired on or after November 20, 1996, are required to be actual residents of the City of Chicago within six months of their date of hire. Employees hired prior November 20, 1996, and who have been continuously employed by the Board are not subject to the residency policy.

Some employee groups who work in special needs areas that are hard to staff may apply for a waiver of the residency requirement at the time that they are hired. Waivers are not granted at any time other than at hire and are renewable for three years provided that the employee continues to work in a designated special needs position and applies for a waiver renewal according to applicable procedures.

STAFF AND STUDENT BOUNDARIES

CPS staff must provide students with a safe and supportive learning environment. The District encourages healthy relationships between students and school staff and administrators to promote student achievement and success. Staff should review the District's policy on appropriate and reasonable boundaries for staff and students in order to protect students from sexual misconduct and abuse, and to protect staff members from misunderstandings and false accusations. The Board's Policy on Reporting of Child Abuse, Neglect and Inappropriate Relations Between Adults And Students can be found at <https://www.cps.edu/sites/cps-policy-rules/policies/500/511/511-1/>.

CPS staff members must also be diligent about actions occurring on or off campus involving CPS students. If something does not look or feel right, say something to the administration immediately and make a report to OSP at 773-535-4400 or osp@cps.edu. It is always better to err on the side of reporting allegations and suspicious behavior instead of doing nothing.

SUSPICION OF CHILD ABUSE

Illinois law requires all school staff to report any reasonable suspicion they have that a child has been abused or neglected to the Illinois Department of Children and Family Services Hotline, so that the agency can take steps to protect the child. The CPS policy on Reporting of Child Abuse, Neglect and Inappropriate Relations Between Adults and Students can be found at <https://www.cps.edu/sites/cps-policy-rules/policies/500/511/511-1/>. That policy requires all employees to take this mandated reporter training every year, so they can identify the signs of child abuse and neglect. This training is available to all staff through the SafeSchools training platform.

If you suspect that a child has been neglected or abused at home, by any school employee, or by anyone who works at a school or with students, call the Hotline at 1-800-25-ABUSE/1-800-252-2873. If you are unsure whether a particular circumstance requires you to report, you must consult with a member of the administration or call the Law Department (3-1700).

Your legal responsibility as a mandated reporter is not fulfilled by reporting your suspicion of abuse or neglect to another staff member, such as the case manager. It is your individual responsibility to make the Hotline call. If you fail to report your reasonable suspicion of child abuse or neglect, you can be disciplined by the Chicago Board of Education, and the Illinois State Board of Education can suspend your educator's license.

Under CPS policy, you are also required to notify your principal or network chief of your Hotline call, so that appropriate social and emotional support can be provided to the student. Administrators who discourage you from calling the Hotline or ask you to change your report are subject to discipline. Report any supervisor who attempts to interfere with your reporting to the Office of Student Protections at 773-535-4400 or osp@cps.edu.

Office of Student Protections and Title IX ("OSP")

OSP ensures the school district is free from discrimination, harassment, sexual harassment, sexual misconduct and retaliation. OSP is responsible for referring allegations of CPS-affiliated adult sexual harassment and misconduct impacting students to the Office of the Inspector General ("OIG") for investigation, overseeing investigations into allegations of sexual harassment and misconduct by students, or students impacted by a non-CPS affiliated parties, ensuring students are paired with support immediately following allegations, and providing students with resources for receiving long-term support. OSP also investigates allegations of biased-based behavior against students and staff to student physical abuse, corporal punishment and verbal abuse.

Mandatory Procedure for Reporting a Complaint: Once you receive a report, you must take the following steps:

1. Ensure the safety and well-being of the party disclosing to you.
2. **If it is an emergency**, per the Student Code of Conduct, **notify 911**.
3. **If you suspect child abuse or neglect, notify the Illinois Department of Children and Family Services (DCFS) at 1-800-252-2873 (1-800-25-ABUSE)**. Also, notify your school principal.
4. Notify the **OSP immediately (but no later than 3 calendar days for sexual abuse allegations)**.
 - a. **District Schools** - Fill out an Aspen report and select "Yes" for Questions 1, 2 3 or 4.
 - b. **Charter Schools** - Fill out a report using the [Online Complaint Form](#) on the [OSP Website](#).
5. **Staff unable to access Aspen and for any questions or assistance contact the Office of Student Protections and Title IX at 773-535-4400 or osp@cps.edu.**

For more information on OSP, please visit <https://cps.edu/Pages/officeofstudentprotections.aspx>

RESPECTFUL, VIOLENCE FREE WORKPLACE AND LEARNING ENVIRONMENT

It is the Board's policy that its facilities and workplaces shall be free of violence and that students, employees and visitors to its facilities conduct themselves in a manner that is respectful to others. Accordingly, employees shall not engage in any acts that are inconsistent with a respectful working and learning environment and shall not engage in any acts of violence at the workplace, or engage in any acts of violence outside of Board workplaces that have a nexus to their Board employment. For purposes of this Rule, acts of violence include use of physical force, when it is not reasonably necessary to protect persons or property from imminent harm, and acts of intimidation including, but not limited to, threats of physical force. For more information, please visit Board Rule 4-4(i), which can be reviewed at http://www.cpsboe.org/content/documents/chapter_iv_board_rules_december_2016.pdf

STUDENT CODE OF CONDUCT/STUDENT REFERRALS

The Chicago Public Schools (“CPS”) Student Code of Conduct (“SCC”) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. Students must abide by the SCC (<http://policy.cps.edu/download.aspx?ID=263>) and are subject to interventions, and in some cases, discipline for violation of the SCC.

All employees in the school are responsible for ensuring that students abide by the SCC. Teachers should enforce it within their classroom and make every effort to correct student behavior in the classroom without excluding the student. When that is not possible, teachers should refer the student to the school disciplinarian for appropriate additional steps. The disciplinarian will consult with the referring teacher.

The school administration will, to the extent possible and consistent with the law, attempt to remediate the issue with the student or the student’s parents before or simultaneously with returning him/her to the classroom. Please note that this is not always possible and the law may require students to be returned to the classroom before remedial steps are taken.

CPS practices principles of restorative justice. Except in compelling circumstances, before seeking more severe discipline, the school must pursue ways to examine what caused the student’s misbehavior and work with the student and others to identify the root cause of the behavior and assign appropriate interventions or discipline. For more restorative justice practices please visit:

<https://intranet.cps.edu/academics/social-emotional-learning/restorative-practices-guide-and-toolkit/>

Teachers and staff must participate in the student disciplinary process. They should work with administration to achieve the goal of fostering positive student behavior in order to promote social and emotional growth.

Please also note that CPS does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.

For more information regarding a students' rights and responsibilities, please review the Student Rights and Responsibilities brochure at

<https://www.cps.edu/globalassets/cps-pages/about-cps/policies/student-code-of-conduct/for-print-cps-srr-2023-brochure-eng-06.16.23.pdf>

Acknowledgement and Receipt

[Principals: In lieu of collecting acknowledgement forms, you can also choose to have employees sign-in on a sign-in sheet where the handbook is discussed at the beginning of year orientation/professional development. Retain the sign-in sheet and orientation/professional development agenda for your records. You can also email the handbook to your staff and retain the email for your records as evidence you provided the handbook.]

The employee handbook describes important information about Chicago Public Schools and [Englewood STEM], and I understand that I should consult with administration regarding any questions not answered in this handbook.

This handbook and the policies and procedures contained herein supersedes any and all prior practices, oral or written representations, or statements previously disseminated by [Englewood STEM].

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies and procedures contained in this handbook and any revisions made to it. In addition, I understand that it is my responsibility to read and comply with all other Board policies and rules not specifically mentioned in this handbook.

Employee's Signature

Employee's Name (Print)

Date

You are required to return the completed Acknowledgement and Receipt to administration by [DATE].