



2019-2020
SULLIVAN 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.

Chicago Public Schools 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.

Employees can consult their applicable collective bargaining agreements at <http://cps.edu/Pages/CollectiveBargaining.aspx>, Board rules at <http://www.cpsboe.org/rules> and Board Policies at <http://policy.cps.edu/>.

Table of Contents

Chapter 1 - Operations	6
WELCOME	6
MISSION AND VISION	6
Chicago Public Schools	6
Roger C. Sullivan High School	6
SCHOOL ORGANIZATION	7
School Administrative Team	7
Departments and Grade Level Teacher Teams	7
School Committees	8
The Local School Council	8
The Network	9
The Board of Education and its Executive Officers	9
EXTERNAL PARTNERS AND ORGANIZATIONS	9
ACADEMIC CALENDAR	10
BELL SCHEDULE, STAFF SCHEDULES AND SCHOOL HOURS	10
BUILDING SECURITY	11
EMERGENCY LESSON PLANS	12
HALL PASSES	12
IDENTIFICATION CARDS	13
INTERCOM - ALL CALLS	13
MAIL-USPS/GSR	14
REQUESTING SUBSTITUTES	14
REIMBURSEMENT AND PURCHASING	14
SAFETY AND BUILDING MAINTENANCE	15
Safety Emergencies, Serious Incidents, and Criminal Activity	15
Imminent Threat or Escalating Conflict Towards School	16
Child Abuse	16
Student Code of Conduct (SCC Groups 1 through 6)	17
Cleanliness and Maintenance of School Building	17
SCHOOL BUDGET	19
SCHOOL RECORDS	19
STAFF NEWSLETTER AND DAILY ANNOUNCEMENTS	20
TECHNOLOGY SERVICES	20
VACATIONS	20
WORK ORDERS	21
Chapter 2 - Academic and Student Matters	21
ADVISORY	21
ASSEMBLIES	21

ASSESSMENT PLAN	22
2018 - 2019 Assessment Calendar	22
BANNED ITEMS	22
BOOK ROOM AND INVENTORY	22
CLUB/ACTIVITY SPONSORS	23
FIELD TRIPS	24
BUS REQUEST PROCESS	25
GRADE CHANGES AND APPEALS	25
GRADING STANDARDS	25
GUEST SPEAKERS/VISITORS AND VOLUNTEERS	26
LESSON AND UNIT PLAN SUBMISSION	26
LIBRARY USAGE	26
PROFESSIONAL DEVELOPMENT	27
Teachers	27
ESPs/PSRPs	27
REACH	28
ESP/PSRP EVALUATIONS	28
SPECIAL EVENTS	28
STUDENT ATHLETES	29
STUDENT RECORDS	29
STUDENT TEACHERS AND OBSERVERS	30
STUDENT ATTENDANCE/TARDIES	30
PREPARATION PERIODS FOR TEACHERS	31
Chapter 3 - Employee Benefits	32
BENEFIT DAYS	32
HOLIDAYS	33
LEAVES OF ABSENCE	34
INSURANCE AND OTHER BENEFITS	34
Health, Medical, Life Insurance & FSA Accounts	34
Retirement Savings Plans	34
Employee Assistance Program	35
PENSION	35
WORKERS' COMPENSATION/ASSAULT LEAVE	36
Chapter 4 - School/District Policies	36
STAFF ATTENDANCE PROCEDURES (TEACHERS, PSRPS, ESPS)	36
BENEFIT TIME USAGE (INCLUDING DONATING SICK DAYS)	37
Recipients	40
Donors	40
Submitting a Sick Day Transfer Request	40

BULLETIN BOARDS/GLASS CASES	41
Staff Bulletin Boards	41
Classroom Bulletin Boards	41
Hallway Bulletin Boards	41
Glass Cases	41
CAFETERIA	41
CELL PHONE USE	42
CLASSROOM REQUIREMENTS	42
COMMUNICATIONS/USE OF WEBSITE - ACCEPTABLE USE POLICY	42
DISCIPLINE	43
DRESS CODE	43
DRUG AND ALCOHOL FREE WORKPLACE	44
DUPLICATING MATERIALS FOR CLASS	45
EQUAL EMPLOYMENT OPPORTUNITY	45
ETHICS	46
FUNDRAISING	47
FACULTY MAILBOXES AND EMAIL	48
PAYROLL PROCEDURES - KRONOS	48
PERSONAL CONTACT AND EMERGENCY CONTACT INFORMATION	49
RESIDENCY	50
STAFF AND STUDENT BOUNDARIES	50
SUSPICION OF CHILD ABUSE	50
Office of Student Protections and Title IX ("OSP")	51
STUDENT CODE OF CONDUCT/STUDENT REFERRALS	52
RESPECTFUL, VIOLENCE FREE WORKPLACE AND LEARNING ENVIRONMENT	52
Acknowledgement and Receipt	54

Chapter 1 - Operations

WELCOME

[Principals: Customizable where indicated]

Dear Valued Family Member,

Welcome or welcome back to Sullivan High School! 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 a Sullivan High 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,

Principal Chad Thomas
Chadams2@cps.edu

Assistant Principal Matthew Fasana
mpfasana@cps.edu

MISSION AND VISION

Chicago Public Schools

At Chicago Public Schools, our mission is to provide a high quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life. To fulfill our mission, we make these three commitments to our students, their families and to all Chicagoans: academic progress, financial stability, and integrity. To review CPS' mission, click the following link: http://www.cps.edu/About_CPS/vision/Pages/vision.aspx.

Sullivan High School

Core Values

Family, Integrity, Service and Tenacity

Vision

Sullivan High School is committed to preparing lifelong learners to be empathetic and innovative thinkers who serve the global community in pursuit of equity and justice.

Mission

We, the Sullivan community, are driven to implement a personalized, standards-based curriculum that prepares all learners for real-world, postsecondary success. We strive to create a positive, supportive learning environment that nurtures independence and critical thinking in our students, while we guide them towards postsecondary success.

Sullivan Targets

The Sullivan community will support students in developing a postsecondary plan that they are proud of and can implement when they graduate from Sullivan.

The Sullivan community will teach and support students and staff to use social emotional learning competencies and restorative practices necessary to succeed in high school, college, career and life.

The Sullivan community will support students to master academic standards giving them the tools to critically think and have above a 3.0 GPA for the school year.

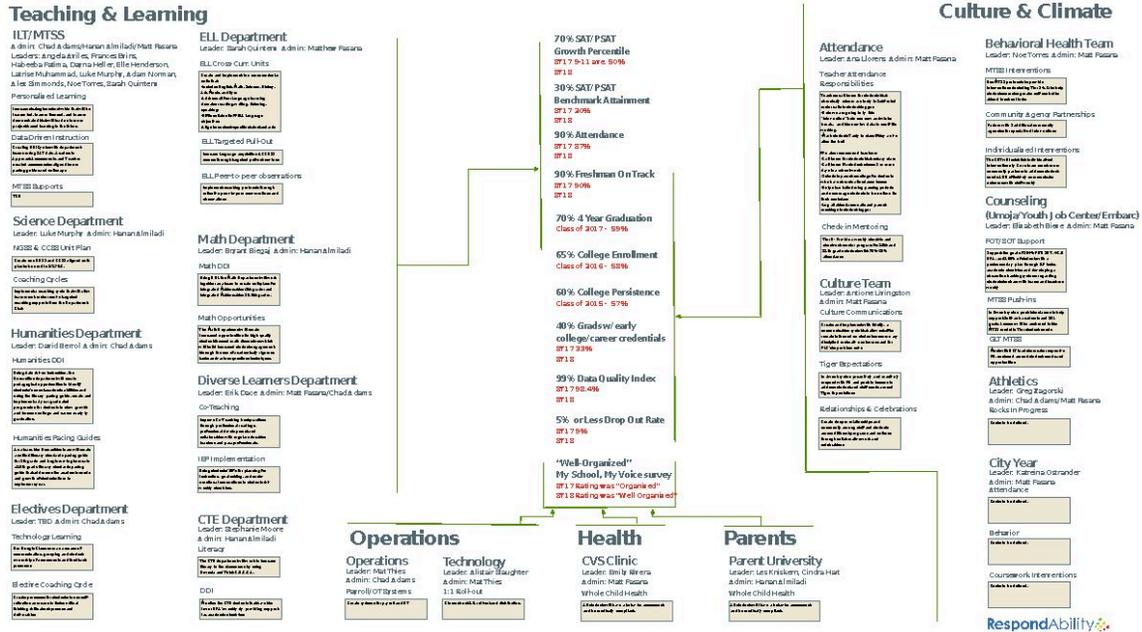
The Sullivan community will work together to make a better world by improving the Rogers Park community and learning about issues in the world in order to make a difference.

SCHOOL ORGANIZATION

<https://drive.google.com/open?id=1IojjsbNbNXhFg3De8No9G-.J5f65cKsHs>

SQRP Goals for Level 1

August 2018



School Administrative Team

Sullivan High School'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:

- Chad Thomas, Principal
- Matthew Fasana, Assistant Principal
- Mat Thies, Operations Manager
- Antoine Livingston, Disciplinary
- Erik Dace, Case Manager
- Barb Frank, Nurse
- Liz Bruss, Counselor
- Paul Bender, Clerk
- Belen Arreola, Treasurer
- Calvin Clark, Security Officer
- Angel Vega, Engineer
- Evangelia Velissaropoulos, Lunchroom Manager

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

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 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 http://www.cps.edu/EmployeeEngagement/Documents/PPLC_Guidelines.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 Continuous Work Improvement Plan (CWIP) Team or School Improvement Plan for Advancing Academic Achievement (SIPAAA) Team* is a group of school staff members, including the principal, who develops and monitors the school's plan for continuous improvement. A new plan is developed biennially in even-numbered years.

The Local School Council

Sullivan's 13 member 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:

Chad Thomas	Principal		Parent Member 6
	Parent Member 1		Community Member 1
	Parent Member 2		Community Member 2
	Parent Member 3	Francis Evins	Teacher Member 1
	Parent Member 4	David Berrol	Teacher Member 2
	Parent Member 5	Calvin Clark	Staff Member 1

			Student Member (HS only)
--	--	--	--------------------------

The Network

Sullivan High School is part of Network 14 one of 17 geographical networks throughout the City. Our Network Chief is Laura LaMone. The network offices are located at 110 N. Paulina Chicago, IL 60612. Our network office and staff supports us by providing content coaching and other supports throughout the school year.

The Board of Education and its Executive Officers

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

- Miguel del Valle, President
- Sendhil Revuluri, Vice President
- Dwayne Truss, Member
- Elizabeth Todd-Breland, Member
- Lucino Sotelo, Member
- Amy Rome, Member
- Luisiana Melendez, Member

The day-to-day management of the Board is led by Chief Executive Officer, Dr. Janice Jackson. Central office departments assist her in her 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

A list and descriptions of the partners Sullivan will be working with during the SY 2020 school year can be found at

<https://docs.google.com/spreadsheets/d/1vOOUrykEeV1UTLTum7mkDo6r2FYd18fPTvnjMydXINU/edit?usp=sharing>

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 7:00am during the school year; engineers and custodians may be present earlier than that. The building generally closes at 6:00 pm except on evenings when there are special school events scheduled.

The teacher day starts at 8:00am and ends at 3:07pm on Monday, Tuesday, Thursday, and Friday. The teacher day starts at 8:00am and ends at 3:11pm on Wednesday. Teachers must be ready to receive students at 8:00am and 9:00am on Wednesday.

Student lunches are in 51-minute increments beginning at 10:44am and ending at 2:17pm on Monday, Tuesday, Thursday, and Friday. Student lunches are in 43-minute increments beginning at 11:20am and ending at 2:21pm on Wednesday. Teacher lunches are scheduled during the same period. Students are dismissed at 3:11pm on Monday, Tuesday, Thursday, and Friday and 3:07pm on Wednesday. After-school programming takes place between 3:20pm and 6:00pm.

Teachers will be provided individual schedules at the start of the school year. PSRP/ESPs will be provided individual schedules at the beginning of the school year.

Below is a link containing the Bell Schedules for the school year.

<https://drive.google.com/open?id=1W3i3zlyEHJ8HRLwq-8vdFvdAIZZRTCQ0>

BUILDING SECURITY

The school building opens to students at 7:30am. Students must be in their classes and ready to begin their day at 8:00 am, 9:00am on Wednesday. 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 7:30 am without a pass.

The school building closes at 6:00pm. No school activities will take place after 6:00pm.

The school building is open for staff use from 7:00am to 6:00pm. If a staff member must access the building outside of these times, please make arrangements with administration.

All visitors, including parents, must obtain a pass in the main office. If you see a visitor without a pass, immediately redirect him/her to the main-office.

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 5 days are due in the office by 09/20/19. 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.

HALL PASSES

PASSES

I. Vest Passes:

Respect the '10/10' rule. This means that students cannot be issued a pass for the first 10 minutes of class and the last 10 minutes of class. Should you issue a pass within the first/last 10 minutes of class, security will not allow students into the washrooms. As always, all efforts should be to keep our students in the classroom unless it is an emergency. If it is an

emergency, please call for security. Protecting the instructional time must be of the highest priority.

Vest passes will be labeled to indicate the classroom number or teacher name. Vest passes must remain in the appropriate classroom in a safe and secure location. If you share a room, agree on a vest location with your roommates and be diligent about always keeping the pass in the designated spot.

When issuing a student the vest pass, please make sure they 'suit up' before leaving the room. Students who are capable of fitting into vest will not be allowed into the bathroom or the hallway if the vest is not worn as intended. Students who are not able to wear the vest because of a size discrepancy will be permitted to wear the vest in a nontraditional manner as long as it is clearly visible to security staff. The reason for this expectation is to avoid unnecessary confrontation ('where is your pass') and also to respect the health of our students. If the vest is worn properly, the likelihood of bacterial contamination is greatly reduced.

We need teachers to do a "1 for 1" exchange as collateral for the pass. This is ideally an ID, watch, phone or ask them to be creative if they don't have their ID. This allows us to track which student is in possession of the vest should it go missing. It is understood that temporary passes lose adhesive properties when removed from clothing, therefore, if you choose not to take temporary IDs for collateral it is your responsibility to keep track of which student has your pass.

We suggest the use of a "Pass Log", which will allow you to track what students are using the pass. It would be possible to utilize this log in conjunction with your classroom expectations and/or point system.

This policy can be a great advantage to any classroom teacher. First, it allows you time to provide your bell ringer, establish a tone for the class and ensures that all students hear your expectations and/or directions. Second, students who leave at the end of the period often miss out on valuable instruction and/or expectations for homework and time to ask you clarifying questions. Third, use the pass as a way to raise expectations. For example, ask the student to give you 23 solid answers on that day's work and then that student can go.

In the circumstance that your vest is not returned to you by the end of the period, please bring the collateral/student ID to any SHS security guard as soon as possible in order to retrieve your pass in a timely manner. In this circumstance, all security staff will be alerted of the missing vest. If the student who was originally issued the pass is not located or is not in possession of the pass, the vest will be considered invalid and will be confiscated from whoever has it in their possession upon locating it.

If your classroom vest is in need of cleaning, we will work on getting a schedule established for our Low Incidence students to run laundry every couple of months.

II. Hallway Passes (on Goldenrod Pass Ideally)

Complete a hallway pass that includes: student's name, date, time, where from and where to. The receiving teacher must destroy this pass. ONE student per pass only.

Respect the '10/10 rule'. This means that students cannot be issued a pass for the first 10 minutes of class and the last 10 minutes of class. Should you issue a pass within the first/last 10 minutes of class, security will return the student to class.

As always, all efforts should be to keep our students in the classroom unless it is an emergency. If it is an emergency, please call for security. Protecting the instructional time must be of the highest priority.

III. Lunchroom Passes

If a teacher wishes to have students visit their classroom during their lunch period, the teacher must either:

Complete a hallway pass that include: student's name, date, time, where from and where to. The receiving teacher must destroy this pass.

The student must receive the pass prior to his/her lunch period. Students will not be allowed out of the lunchroom without a pass.

OR

The teacher can come get the student from the lunchroom and escort him/her back to their classroom.

Upon leaving the teacher's classroom to return to the lunchroom, the teacher may escort the student back or complete a hallway pass (see expectations above).

Abuse of pass = loss of privileges

If a student abuses hall pass privileges, teachers should make a note in the The Behavior Referral Form (until Aspen Student Information System is running). 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.

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 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. Every individual within the walls of Sullivan High School 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. If an intercom announcement is desired during the daily announcements, please see Mr Bender. Announcements are made at the end of 2nd period. When possible, 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 Sullivan High School and GSR #32 as a return address. Find the mail run number of the addressee in one of the school directories available in the Main Office (insert other instructions, if necessary). 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://sites.google.com/a/cps.edu/kc/school-support-center/school-administrative-staff/frontline?pli=1>.

REIMBURSEMENT AND PURCHASING

Each teacher is eligible to receive reimbursement up to \$250.00 for purchasing instructional materials. (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/return or 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 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://sites.google.com/a/cps.edu/kc/school-support-center/school-based-staff/employee-reimbursement?pli=1>.

For other school purchases, you must receive approval in advance before purchasing items for the school if you are going to seek reimbursement. Please note that money collected by staff from students/parents may not purchase goods/resources directly. Money collected must first be deposited. After deposit, see Ms Arreola in the main office for deposit information. A check will be prepared for 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/144pTfiwjL6wlaH1ohSLobR3gLj9GUj0/view>.

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-m1A75al6FchIPacqtcmg8CebXV>.

SAFETY AND BUILDING MAINTENANCE

[Safety Emergencies, Serious Incidents, and Criminal Activity](#)

Supervision of students is our legal responsibility. As a faculty we are required to provide a safe and orderly environment. You are expected to step into the hallway, actively supervise the students, and restoratively correct them if necessary. Be friendly, but firm. In addition, students are not to be left unsupervised in your classrooms or any space at any time. Should an emergency arise, notify the Main Office for assistance via intercom or seek the assistance of nearby security. Failure to comply may lead to disciplinary action.

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: behavior an adult uses to build an emotional connection with children to gain their trust and break down their inhibitions for the purpose of sexual abuse. An adult may be "grooming" a child or engaging in inappropriately intimate behavior with a child when the adult creates isolated, one-on-one interactions with a child (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 found [here](#) 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/>.

[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 Anti-Bullying Policy, which can be found at <https://policy.cps.edu/download.aspx?ID=264>.

[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 <http://policy.cps.edu/download.aspx?ID=156>. That policy requires all employees to take this mandated reporter training every year, so they can identify the signs of child abuse and neglect:

(<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=AEE3C703831C1A432B7F23C6377F1A8F>)

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 \(SCC Groups 1 through 6\)](#)

All employees in the school are responsible for ensuring that students abide by The Chicago Public Schools ("CPS") Student Code of Conduct ("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 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://sites.google.com/a/cps.edu/kc/curriculum/climate-culture-college-readiness/the-cps-restorative-practices-toolkit/overview-of-restorative-practices-in-cps>

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.

Student misconduct must be reported in VERIFY, 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>.

One of the most important lessons learned through education is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people. The fostering of desirable standards of conduct is the responsibility of administrators, teachers, staff, parents, and students alike. The Chicago Board of Education had adopted policies and procedures relating to student conduct with the goal of promoting a positive school atmosphere conducive to learning and the safety and welfare of students and parents. These policies and procedures are detailed in the Student Code of Conduct (SCC).

Depending on the infraction, a referral to the Dean is a last resort after the teacher has exhausted all other preventive and corrective measures. Every time there is a discipline problem and/or positive note, the incident should be recorded in Behavior Referral Form. The seriousness of the incident will be determined by the Deans and the case will be dealt with rapidly, firmly and fairly. The following procedure will be used:

Most Serious Disruptive and/or Dangerous Misbehavior

1. Teachers will contact security who will remove the student immediately.
2. Teacher will immediately record incident in Behavior Referral Form.
3. Security will escort the student to the dean's office.

Disruptive Misbehavior

1. Teacher will implement Well-Managed Strategies.
2. The incident will be recorded in Behavior Referral Form.
3. The Dean will respond to the incident within 48 hours.
4. The Dean will hold a conference with the student. At this time the disciplinary action will be determined according to the guidelines in the Sullivan Student Handbook and/or the Student Code of Conduct.

Serious Misbehavior

1. Teacher will notify Security and record the incident in the Behavior Referral Form.
2. Security will implement Well-Managed Strategies.
3. If the student complies, the student can return to the classroom. If not, the student will be immediately escorted to the Dean.
4. The Dean will conduct a conference with the student. At this time the disciplinary action will be determined according to the guidelines in the Sullivan Student Handbook and/or the Student Code of Conduct

Disciplinary actions may include the following:

- Parent conference
- Teacher Student conference
- After School PEACE ROOM personal development
- PEACE ROOM personal development
- Balanced and Restorative Justice Strategies (Peace circles, Reentry circles, Restorative conferences)
- Out of School Suspension (OSS)

- Police officer notification of activities which are serious breaches of state or municipal law.
- Other mutually agreed upon alternative disciplinary actions including expulsion from school.

Suspensions from school are used as a last resort when other corrective measures have been pursued with little or no success; except for serious offenses such as fighting, gang activity, or false activation of a fire alarm, which may lead to immediate suspension. Normally, parents are called the first time a child is referred to the Dean of Students.

It is essential that all SHS staff follow the recommendations in order to ensure safe and secure hallways within the building and to help maintain an engaging learning environment in the classrooms. Consistency among staff is the most important aspect of establishing and reinforcing school wide discipline expectations.

Discipline

All acts of misconduct shall be subjected to the discretionary authority of the classroom teacher and the principal or designee. Discipline will be based on Restorative Justice practices and/or guidelines contained within the Student Code of Conduct. Some of the misconduct information is below. Additional information can be found in the Student Code of Conduct.

Group 1 - Acts of Misconduct	Group 2 - Acts of Misconduct	Group 3 - Acts of misconduct	Group 4 - Acts of Misconduct	Group 5 - Acts of Misconduct	Group 6 - Acts of Misconduct
<p>1-1 Running and/or excessive noise in the building</p> <p>1-2 Leaving the classroom without permission</p> <p>1-3 Being improperly dressed</p> <p>1-4 Displaying any behavior that is disruptive to the orderly process of classroom instruction</p> <p>1-5 Loitering</p> <p>1-6 Failing to attend class without a valid excuse</p> <p>1-7 Persistent tardiness to school or class</p>	<p>2-1 Posting or distributing unauthorized or other written material on school ground</p> <p>2-2 Leaving the school without permission</p> <p>2-3 Interfering with school authorities and program through walk outs or sit-ins</p> <p>2-4 Initiating or participating in any unacceptable physical action</p> <p>2-5 Failing to abide by school rules and regulations</p> <p>2-6 Using or publishing profane, obscene, indecent, immoral libelous, or offensive language and/or gestures</p> <p>2-7 Use or possession of tobacco products</p> <p>2-8 Defying (disobeying) the authority of school personnel</p> <p>2-9 Failing to provide proper identification</p> <p>2-10 Unauthorized use of school parking or other areas.</p>	<p>3-1 Disruptive behavior on the school bus</p> <p>3-2 Gambling</p> <p>3-3 Fighting - two people, no injuries</p> <p>3-4 Profane, obscene, indecent, immoral or seriously offensive language and gesture proposition, exhibiting, or sexual harassment</p> <p>3-5 Persisting in serious acts or disobedience or misconduct</p> <p>3-6 Any behavior that is seriously disruptive</p> <p>3-7 Forgery</p> <p>3-8 Cheating and/or copying the work of another student.</p>	<p>4-1 False activation of a fire alarm</p> <p>4-2 Extortion</p> <p>4-3 Assault</p> <p>4-4 Vandalism or criminal damage to property</p> <p>4-5 Battery</p> <p>4-6 Fighting-more than two people and/or involves injury(ies)</p> <p>4-7 Theft or possession of stolen property not exceeding \$150. in value</p> <p>4-8 Possession, use, or delivery of fireworks</p> <p>4-9 Possession, use, or delivery of pagers, telephones, and/or other prohibited electronic devices.</p> <p>4-10 Possession, use, or delivery of cellular telephones, non-paging electronic devices (including unauthorized use, possession, or delivery of laser points).</p> <p>4-11 Disorderly conduct</p> <p>4-12 Trespassing</p>	<p>5-1 Aggravated assault</p> <p>5-2 Burglary</p> <p>5-3 Theft or possession of stolen property exceeding \$150 in value</p> <p>5-4 Use of intimidation, threats of violence, coercion or force</p> <p>5-5 Gross disobedience</p> <p>5-6 Gang activity</p> <p>5-7 Inappropriate sexual conduct</p> <p>5-8 Engaging in any other illegal behavior which interferes with the school's educational process</p> <p>5-9 Persistent or severe acts of sexual harassment</p>	<p>6-1 Use, possession, and/or concealment of a firearm/destructive device or other weapon</p> <p>6-2 Arson</p> <p>6-3 Bomb threat</p> <p>6-4 Robbery</p> <p>6-5 Use, possession, sale, or delivery of alcohol illegal drugs, narcotics, controlled substances, or contraband</p> <p>6-6 Sex violations</p> <p>6-7 Aggravated Battery</p> <p>6-8 Murder</p> <p>6-9 Attempted Murder</p> <p>6-10 Kidnapping</p>

Cleanliness and Maintenance of School Building

The Department of Facilities is responsible for the management and oversight of all facility and ground-related maintenance for the District, 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.). Aramark and SodexoMagic are the current vendor Integrated Facilities Manager (IFM) teams responsible for carrying out these services.

Within the IFM 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 work location and maintenance of said areas in order to prevent premature failure and extend the useful life of systems. Additionally, the 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 operations manager.

Again, amongst 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 licensed pest control service providers. 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 exterior or exterior walls) and/or coordinating with the school to eliminate clutter in specific areas of the building.

Pest Log Book:

All CPS facilities have a Pest Control log that contains the reports and recommendations per visit. Lunchroom Porters/Managers, Building Engineers, and Lead Custodians must 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 operations 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 all exterior doors sweeps to prevent rodents from entering
- Make sure doors are not propped open allowing rodents to enter the building
- Keep all food in airtight containers to discourage foraging ants, roaches, rodents, etc..., 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. Please follow these simple guidelines to help support your school's performance.

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 disposed of, separately from trash, in recycling dumpster only.
- Paper and cardboard should NOT be bagged. Save the blue bags!
- Collect recyclables from blue bins, and if necessary, replace blue liners (blue bags only).
- Recyclables should be disposed of in the recycling dumpster marked with recycling logo.
- Never dispose of any **black bags** in the recycling dumpster.
- Never dispose of the **recycling items** in the trash dumpster.

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), previously known as the School Improvement Plan for Advancing Academic Achievement (SIPAAA).

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

All school records, which include class rosters and permanent records are maintained in accordance with the rules and regulations prescribed by the Chicago Board of Education. It is the teacher's responsibility to ensure that these records are accurate and up-to-date. Staff members should exercise due diligence in protecting computerized records and files, **INCLUDING BACKING UP YOUR DATA FILES ON A REGULAR BASIS**, to ensure confidentiality and accuracy. In the event of a staff member's absence, a copy of these records should be kept in the school building and must be accessible to the school administrators, counselors, and/or other relevant personnel. Printed copies of GradeBook will be collected at the end of the school-year.

Please expect staff to review ASPEN/GradeBook on a regular basis as part of their supervisory duties.

TECHNOLOGY SERVICES

[Principals: Customizable where indicated or in its entirety based on your school]

The school employs a technology coordinator to assist staff with technology issues. The technology coordinator is _____ (First and Last Name). Please request services and assistance by contacting the coordinator via e-mail at _____ (email address).

Please request the following services/assistance from the coordinator via email:

- Software/hardware troubleshooting/repair
- Computer Laboratory reservation
- Lab Cart request

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

Teachers and staff who require assistance with moving furniture, minor repairs, temperature control and emergency clean-up should submit a written work order via the [Operations Request Form](https://drive.google.com/open?id=1AH4TNoJGYyQp0kclmbsiDUI5yYct29C-pTyV-Ecajdw)(<https://drive.google.com/open?id=1AH4TNoJGYyQp0kclmbsiDUI5yYct29C-pTyV-Ecajdw>)

Chapter 2 - Academic and Student Matters

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:

[2018 - 2019 Assessment Calendar](#)

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 security and the Principal or Assistant Principal immediately.

- Weapons, dangerous instruments, explosives and fireworks
- Alcohol, drugs, and tobacco/cigarettes
- Magic markers, spray paint, shoe polish and other materials associated with the application of graffiti
- Jackets, sweaters, T-shirts, or any other article of clothing that signifies affiliation with any organization other than those sanctioned by the school or that shows vulgar, obscene, demeaning, or suggestive language or pictures
- Any gambling device

CLUB/ACTIVITY SPONSORS

All staff members are eligible and encouraged to supervise or sponsor a club. The extracurricular program is an integral part of the student's whole development and should be supported by the largest number of Sullivan High School 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 Mr Johnson. Staff is welcomed and encouraged to create new clubs and activities to meet the needs and interests of Sullivan 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 go through the Board's volunteer onboarding process. For more information regarding volunteering, please visit the Board's Family and Community Engagement² website at:

https://cpsparentu.org/apps/pages/index.jsp?uREC_ID=319488&type=d. 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.

All club and activity sponsors are reminded that the Board of Education rules mandate that the school Treasurer, Ms Arreola, 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 Treasurer to fully account for the collection and disbursement of all funds.

Sponsors of extracurricular programs must:

- Coordinate with Mr Johnson to reserve a room to hold meetings and activities.

- Advertise meetings and events by posting signs and posters in designated areas;
- Seek approval from Mr Thies before posting any signs/posters;
- Complete a fundraising request form by following the proper procedure, and submit it to Ms Arreola for approval;
- Club Sponsors are responsible for seeing that all members exit the school when meetings conclude.
- 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

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. Lead time for field trips are two weeks
2. 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. Please see Ms Arreola for all bus requests
3. Verify that a sub has been obtained for you via Mr Bender
4. Turn in Coverage sheet
5. Fill out and turn in forms
6. ID chaperones will you be needing for this trip – non teaching staff members please
7. Student Permission slips are dispersed, and teacher gets the confirmed list of students (based on the submissions of these slips) 24 hours in advance. This list has to be given to Ms Llorens within 24 hours of the trip
8. Turn in original field trip forms with signatures (keep a copy for your travel and your records)
9. Do not assume approval – if no official letter of approval has been sent to you within three days, please follow up with Ms Llorens
10. A week before your trip, please email Cafeteria Supervisor to let her know how many students will be out of the building and miss lunch OR if you need them to make lunches for you.
11. Prior to the day of the trip, please have sub plans ready with copies, etc. (provide enough work, the goal is to ensure that they have something challenging to do)
12. The day of Field Trip:
 - a. Remind coverage to support you
 - b. Make sure student to teacher ratios are correct
 - c. As students get on the bus, turn in attendance for your group before leaving

d. Once the students are on the bus, the lead chaperone will get on the bus and confirm the 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 Llorens 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

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 system 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 http://cps.edu/EmployeeEngagement/Documents/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

Sullivan High School encourages parents and other citizens to visit our school and believes that there are many potential benefits which can result from increased interaction with the public. At the same time, the Board has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and to protect the district's facilities equipment from misuse or vandalism.

A balance must be achieved between the potential benefits and risks associated with the presence of visitors in our school buildings. Achieving the desired balance will lead to increased parent involvement, a better understanding of how the school district operates and the challenges facing the school district, and an increased sense of collaboration and cooperation between the community and the schools.

Limitations may be placed on visitors to avoid disruption to school operations and to prevent visitors from receiving a distorted view of those operations. Building principals or their designees shall have the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits.

A. General Requirements for Visitors to Schools:

1. A visitor is defined as any person seeking to enter a school building who is not an employee of the school district or a student currently enrolled in that building.
2. All visitors shall report to the front security desk when arriving or leaving the school premises. Notices shall be displayed in each building indicating that all visitors are required to register with the security office and obtain authorization from the building principal or designee to remain on the school premises.
3. All visitors must sign in and shall be requested to wear an appropriate form of identification when on school premises; that form of identification will be a pink Visitor's Badge.
4. Whenever possible, visitors should obtain authorization from the principal in advance. At the discretion of the principal, such prior authorization may be required.
5. Visits may be prohibited at certain times such as the first and last weeks of school, immediately before or after vacations or other breaks and while standardized testing or other student assessments are being conducted.
6. If conflicts occur because of the number of visitor requests or other circumstances, parents of currently enrolled students will generally be given preference.
7. All school visitors must comply at all times with Board of Education politics, administrative rules and school regulations.

B. Visitors to Classrooms or Other Instructional Areas:

1. Access to particular classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the principal or the designee.
2. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:
 - a. Remaining in a designated place or seat
 - b. Refraining from speaking to students while the class or activity is in session
 - c. Refraining from entering or leaving the area while an activity is underway
 - d. Requiring that the dress and grooming of the visitor be consistent with the dress code for the students and employees within the building
 - e. Requiring that the visitor be chaperoned
 - f. Limiting the duration of the visit to particular times or length of time
 - g. Limiting the activities of the visitor to a particular purpose(s)
 - h. Designating particular routes of travel in the building or on the school grounds
 - i. Visitors wishing to conference with teachers or administrators during the course of the school day are encouraged to make arrangements at least a week in advance

C. Student Visitors

1. All requirements for visitors apply to students with additional consideration to be applied at the discretion of the building principal. Under most circumstances, student visitors are discouraged and, in any event, students must be age appropriate for the building they wish to visit.
2. Under no circumstances shall such student over the age of 18 be permitted to visit.
3. No student who is under suspension, expulsion or other form of discipline from this or any other school district shall be permitted to visit Sullivan High School. Such students must have obtained expressed prior approval of the principal or the designee before entering and are restricted to the school office for the duration of their presence in the building.

D. Special Situations

1. Both custodial and noncustodial parents of a Sullivan student have rights to visit the child's school unless a court order exists restricting such contact. In the event that a noncustodial parent seeks permission to visit, the school shall make a good faith effort to notify the custodial parent in advance of the visit.
2. The building principal or the designee has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

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** go through the Board's volunteer onboarding process before working with students. For more information regarding volunteering, please visit the Board's Family and Community Engagement 2 website at: https://cpsparentu.org/apps/pages/index.jsp?uREC_ID=319488&type=d. 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.

Door/Entry Policy

It is imperative that we increase the level of safety in the building. We want to remain courteous and friendly, but we ask the following to be considered while entering and exiting the building.

DO:

Alert security if you see a visitor(s) walking the halls without a visitor's passes. Alert security if you see a visitor(s) (even a visitor with a pass) anywhere that is not near normal office facilities. Security can check to see if they are in the right location or just wandering the building without permission. Report any unusual activity in or around the school to security or administration. Check with the main office and security before inviting anyone into our building. Notify the office if you have made an appointment with a parent or guest. Please provide the name of the visitor and the time they are expected.

DO NOT:

Allow students or parents to enter the building "with" you so they do not have to go through the metal detectors. The student entrance is the only entrance for students and parents should only enter through the main entrance. Invite former students to visit you at school during the school day unless you inform your department chair. Meet with visitors in the building if they do not have a visitor's pass. Meet with parents or persons you don't know in any location away from common view. Give anyone your keys or I.D. card to use as a pass. Send students to your car, room, or office with your keys.

LESSON AND UNIT PLAN SUBMISSION

[Principals: Customizable to fit your school. Please be cognizant of the CTU contract (Article 44-30)]

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 (or unit plans on a monthly basis). The plans should be submitted electronically to administration no later than _____ (day of week) each week (or period).

PROFESSIONAL DEVELOPMENT

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 [13 Flex Wednesdays from 8:00 - 8:45]. 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.

Attending External Professional Development

Teachers need to get REACH administrator approval 7 days in advance for attending external professional development, and the admin will approve and send to Mr. Thies and Mr. Bender after review.

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.

Sullivan's Learning Calendar:

https://docs.google.com/document/d/1F_UMb64E8e2QCSZPIEYIRbfsYI6_wCZX8NK8KVlr-1g/edit?usp=sharing

REACH

Like all CPS schools, Sullivan High School 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 and standardized assessments.

Teachers can locate all REACH resources on the Knowledge Center, located at <https://sites.google.com/a/cps.edu/kc/reach-students/reach-resources?pli=1>, which includes the comprehensive REACH Handbook and Best Practices guidelines, located at <https://sites.google.com/a/cps.edu/kc/reach-students/guidance-and-best-practices>. Staff are encouraged to explore the Knowledge Center, 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.

ESP/PSRP EVALUATIONS

Effective with the 2017-18 school year, all ESPs/PSRPs (except custodians 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 the Knowledge Center at <https://sites.google.com/a/cps.edu/kc/leadership/esp-psrp-evaluation-handbook?pli=1> and www.cps.edu/oee.

SPECIAL EVENTS

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:

CPS School Year 19-20 Events Calendar (English)

https://cps.edu/SiteCollectionDocuments/SY19-20Calendar_English.pdf

CPS School Year 19-20 Events Calendar (Spanish)

https://cps.edu/SiteCollectionDocuments/SY19-20Calendar_Spanish.pdf

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 who is absent from school on the date of a game may not participate in the game. Excessive tardiness to school can also impact eligibility.
- 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 http://cps.edu/EmployeeEngagement/Documents/Professional_Grading_Standards.pdf. Academic 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 academic standing. Further information regarding academic eligibility can be found in the Board's Revised No-Pass, No-Play Policy.
- Grade Point Average – All athletes participating in interscholastic sports must maintain a

grade point average (GPA) of 2.0 or above. Any athlete with a GPA below this threshold will be conditionally eligible pending their adherence to required academic remediation.

- Athletes with a GPA below 2.0 are required to adhere to an individual study plan (ISP), which the principal must approve. 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.
- No Pass/No Play – Per the Board's policy, all athletes are required to pass all of their classes each week. The failure of one or more classes by an athlete in a given week will result in temporary ineligibility for the following week.
- Semester Grades – In compliance with state and district athletic policy, any athlete who is passing 5 classes or 2.5 credits is eligible for the next semester.

STUDENT RECORDS

Student information must remain confidential at all times. Staff is 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.
- Confidential records include grades, report cards, progress reports, IEPs, medical records, DCFS reports and other highly-sensitive materials.
- Maintain all confidential records in a private location
- 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.

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 student teach 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 <http://cps.edu/careers/Pages/StudentTeaching.aspx>.

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 expected to enter attendance into Gradebook during each class period. This attendance should be accurate and reflect students that were present, tardy or absent. The attendance must be submitted by the end of each class period.

Monitoring student attendance is critical to the success of each of our students. Please be mindful of the fact that if a student misses one class, it is reflected in our attendance rates as a half-day attendance. It is recommended that you take final attendance at the end of the class as you wrap up the day's lesson so that you are assured of counting each student. Enter attendance after each period. Under directives from the Central and Network Offices, teachers should not leave the building until attendance is entered into ASPEN.

Teachers may record any truants, and refer excessive truancy, through the Attendance Referral Form. The BHT team will address these students.

The importance of maintaining and keeping accurate records cannot be overstated. Many records are legal documents and serve as a basis for furnishing comprehensive feedback to any number of audiences. Records are reviewed and closely scrutinized throughout the school year in ASPEN. **The efficient teacher always keeps his/her records up-to-date and in good order.** Hard copies should be kept and stored for easy access and future reference.

Accurate attendance records are legal documents. Because these records can be subpoenaed, accuracy is of the utmost importance. The purpose of compiling pupil attendance records in IMPACT is to obtain in a legal, uniform, and systematic manner, the accurate and vital data of pupil accounting is needed to satisfy the needs of the teachers and administration. **Absences and tardiness must be recorded in IMPACT.**

For further clarification, contact the Dean of Attendance. The Attendance Office or designated staff will audit daily entries.

Our overall attendance goal for the 2019-2020 school year is 90%. To do this we need your cooperation and support. Attendance should be taken at the end of **EVERY** period.

Parents may notify the school of an anticipated absence or late arrival by contacting the Attendance Office at (773) 534-2000 ext 27214. A note or doctor's statement should accompany the student upon his/her return to school.

A note written by the parent or guardian should contain the following and be directed to the attendance office:

- Date(s) and reason for the absence
- Signature of the parent/guardian
- A telephone number where the parent/guardian can be reached for verification

Excused absences include:

- Student illness
- Family emergency
- Death in the immediate family
- Observance of religious holidays
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student

Re-Admits

The note or doctor's statement is to be brought to the Attendance Office between 7:30 and 7:50 A.M. for a readmit. All notes are to be maintained by the Attendance Office Room.

ALL DISCOVERED TRUANCIES MUST BE REPORTED TO THE ATTENDANCE OFFICE!

Truancy

Truancy is defined as absence from school or class without a valid excuse. The following steps will be taken:

- Calls are made daily to the homes of absent students. Advisory/class teachers must also call home.
- 5 days absent – A 5day letter is sent to the home by the attendance office and a truant visit scheduled.
- 10 days absent – A 10day letter is sent to the home by the attendance office. A parent conference is scheduled.
- 18 days absent When a student is 16 years of age or older and fails to correct chronic truancy, parent(s) and student will be advised that the school recognizes the right of any student to withdraw. If the student is under 16 years of age, the Home Liaisons will be alerted to act and an administrator will initiate appropriate legal action to enforce the Compulsory Attendance Act of the State of Illinois.
- 20 days consecutive absent – Students who are 16 years of age or older are **NOT** to remain in the membership after twenty (20) consecutive school days absent due to unauthorized reasons.

Early Dismissal

Students that need to leave the building during school hours for circumstances such as medical or dental appointments, court appearances, etc. or emergencies **must** be picked up by a parent or legal guardian. The parent or legal guardian must designate, **during registration**, the person (over 21 years of age) other than themselves, who should pick up the student, if the student is to be dismissed early.

Important Reminders

- Record daily attendance in ASPEN.
- Be able to prove student attendance if necessary.
- Be at your classroom door during passing periods.
- Do not allow students out of your classroom unless absolutely necessary.

- We do not interrupt classes for student deliveries or messages unless there is an emergency.
- Do not allow your students to call home for items they have forgotten.
- Be sure to listen to all announcements and require that your students be attentive and quiet.

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 or a Flex Day PD is cancelled 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” 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 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).

Communication with Parent/Legal Guardian

Staff should take every opportunity to keep parents informed of acknowledgements, successes, problems or concerns. A positive and professional approach should be used in all

communication. The education of the students is a parent/teacher partnership, each with specific responsibility. Telephone conversations, letters, and forms should reflect this cooperative approach. Listening to parents is one of the keys to positive relationships between home and school. Parents want and need to hear about their children's academic achievement and behavior. Conferences should be well planned and conducted in a positive manner. Student teacher conferences regarding behavior should focus on action, not personality, and end on a note of encouragement.

Call Logs

All teachers are to keep accurate records of phone calls made to students' home. There should be at least 10 phone calls made per week to students' homes. NOTE: Start every conversation with parents with a celebration before you discuss the concentrations. Call logs may be kept in a teacher's own Google Sheet.

Teacher Preparation for Conferences

The teacher must:

- Have a folder containing dated samples of the student's work.
- Be prepared to evaluate recent test results in light of the student's performance.
- Have written notations regarding student behavior.

Principles of Good Conferences

To make the conference productive, the teacher should:

- Establish a friendly atmosphere
- Begin and end the conference with positive statements
- Be truthful, yet tactful
- Make constructive suggestions
- Respect a parent's information as confidential Remain poised during the conference
- Help the parent understand the child as an individual; avoid comparisons to others
- Be a good listener
- Make the conference a pleasant experience
- Be professional. Let your attitude reflect well on your peers, the principal and administration and the school.

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 (<http://cps.edu/Pages/CollectiveBargaining.aspx>).

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).
- **Personal business days:** Eligible school employees are provided up to three (3) personal business days per school year to attend to legitimate personal business, which typically includes appointments that staff must attend during the school day and "life events" such as weddings, family reunions, and graduations.

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 holiday for employees who work 52 weeks.

- Labor Day
- Columbus 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
- Independence Day (52-week employees only)*

**If Veterans Day or Independence Day falls on a Saturday, it is not a paid holiday. 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.*

LEAVES OF ABSENCE

Employees who are absent for 10 or more consecutive work days without 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 PeopleSoft can be found on the Absence and Disability Department's website at <https://sites.google.com/cps.edu/absenceanddisability/home>.

If you have a workplace injury, you must inform the designated person on the administrative team, Mr Livingston, immediately and contact CCMSI at 844-773-0209. Additional information regarding workers' compensation can also be found at the website linked above. For questions regarding any other leave, please call the Board's Absence and Disability Department at 773-553-4748.

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 (https://pcpsep.epm.cps.edu/cs/PCPSEP/psfileproc/V_3791a5eb-2722-4d71-9ebe-9e2d1b34449e/CPS_Handbook_Update_04.26.19.pdf) under the "My Benefits" tab.

[Retirement Savings Plans](#)

The Board of Education offer 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.

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.

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. 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 CTPF each pay period in lieu of contributions to Social Security.

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, Mr Livingston, 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/workerscompensation> 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 8:00am. "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.

In a case of tardiness, please contact Mr Bender (pbender@cps.edu) and report estimated time of arrival.

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.

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,

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>). Requests for paid time off must be approved by the principal. Use of benefit time is NOT a matter of discretion for employees.

It is very important that staff use paid time off responsibly. Misuse of benefit time has real consequences to your students and colleagues. There is a shortage of substitute teachers. When teachers are absent, there is no guarantee that the school will be able to cover classes. Absences result in class combinations and cancellation of teacher preparation periods in some circumstances.

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 engaging in benefit day fraud.

The 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 Local 1 bargaining unit members per Articles 8-3.3. And 13-3.10 until the absenteeism exceeds five (5) consecutive days.

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* (<http://www.illinoiscourts.gov/Opinions/AppellateCourt/2019/1stDistrict/1181367.pdf>).

Requests for Sick Day Use:

Teachers and staff, as appropriate, must request a sick day as soon as possible through Frontline/Aesop and KRONOS as well as contacting (texting or calling) Mr. Bender 773 490 3172 to inform him, and should be made no later than 2 hours before the start of the school day.

Personal Business Days

Appropriate use of PB Days:

Teachers and staff must use personal business days for legitimate personal business reasons, which typically include appointments that teachers and staff have to attend to during the school day. PB days may be used for "life events" such as weddings, family reunions, graduations, and the like but may not be used for vacation purposes. Teachers and staff have two defined vacation periods during the school year: Winter Break and Spring Break. Vacation activities should be scheduled during those periods.

Requests for Use of PB Days:

Personal benefit time should be requested 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.

Limits on PB Day usage:

No more than 6 PB day requests will be granted on any regular school day (3 teacher requests and 3 support staff requests) based on staffing needs and to ensure that paid time off is used responsibly, unless there is an unforeseen circumstance that requires an employee's absence to attend to personal business. If you fail to provide a reason for your personal business day request, you run the risk of being denied the benefit day if there are too many requests on a given day.

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

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

- Parent teacher conference days
- The days immediately prior to and following Winter and Spring breaks
- The days immediately prior to and following Thanksgiving break
- 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 12-6.2, 8-8.2 and 13-8.2 of the applicable collective bargaining agreement

Religious Holidays

To promote diversity and to comply with applicable law, an employee 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, personal business day, or zero pay. The employee should provide the principal or his/her supervisor with written notice at least two (2) days in advance of non-attendance.

Under Board Rule 4-10, appointed teachers may take up to three (3) religious holidays with pay, minus the cost of a substitute, in a school year to engage in religious observances. The cost of providing a substitute teacher will be deducted from the appointed teacher's pay.

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 recognized 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 at least two (2) days in advance of non-attendance

Note: Central Office payroll determines which days are eligible for paid religious holiday. Questions regarding which days are eligible for paid religious holiday may be directed to Labor Relations (LaborRelationsHS@cps.edu or LaborRelationsES@cps.edu).

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. 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.

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 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

The cafeteria will be open daily at 7:15am for student breakfast and will close at 8:15am. 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 Librarian. 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.

In General:

1. ID must be visible showing your assigned lunch period.
2. Be respectful: be on time and be patient.
3. Choose a line based on your food selection.
4. While in line, order your food using polite, clear language. Be respectful to the kitchen staff and your peers.
5. Pick a table and remain in YOUR seat ALL lunch period.

6. When you're finished eating, immediately throw your garbage in the proper container.

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.

Students are not allowed to use cell phones, electronic devices or headphones at any time in any classroom, unless instructed by the teacher. Students who use any electronic device or display any electronic device in a classroom will be asked by the teacher to put it away. If the student continues to use the device, they will be required to give the device to the classroom teacher. The student will be allowed to retrieve the device at the end of the class or school day. If the student is unwilling to give the device to the teacher, security should be called and the device will be confiscated and returned to the student at the end of the day or only when the parent comes to school (per the SCC). Repeated unwillingness to provide the teacher and/or security may result in escalated/progressive disciplinary measures.

Students are allowed to use their electronic devices during passing periods and during their lunch, as long as it doesn't impact their ability to get to class on time or negatively influence the climate and culture of Sullivan High School. Administration has the right to take away this privilege at any time.

Cellphones: Staff are not allowed to use cell phones during instructional times. Staff members should be cautious of using cell phones in the presence of students. It is imperative we model appropriate behavior for students. *NOTE: If you are using your cell phone or having students use cell phones for learning purposes please state the school cell phone policy before and after the exercise.*

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/USE OF WEBSITE - ACCEPTABLE USE POLICY

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. The School also has its own website, which is reviewed, monitored and updated by a school committee.

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 for information regarding the restrictions.

NOTE: IMPORTANT RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

- 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 or other non-CPS platforms to communicate with students and their families
- Staff *may not* communicate with students for any purpose via text message or any social media platforms (e.g., Facebook, Twitter etc.) and may not be “friends” with students on these platforms.
- Staff *must decline* student attempts to contact them or “friend” via social media platforms.

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 www.cps.cboe.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 Employee Engagement's website at www.cps.edu/oe 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. 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 wear
- Shorts
- Sneakers, flip flops or beach sandals
- Head coverings, including hats and caps

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:

Roger C. Sullivan High School recognizes the importance of individually held religious beliefs. Those requesting a workplace attire accommodation based on religious beliefs should contact the Equal Opportunity Compliance Office ("EOCO") at 773-553-1091.

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.

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

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 and use electronic forms of media in lieu of paper whenever possible.

EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education prohibits discrimination against its employees and students on the account of race, color, sex, gender identity/expression, age, religion, disability, national origin or sexual orientation. Discrimination occurs when an employee is treated differently because of his/her race, color, sex, gender identity expression, age, religion, disability, national origin or sexual orientation. Discrimination includes sexual harassment, which means any unwelcome sexual advance or request for sexual favors or conduct of a sexual nature.

Complaints of Discrimination and Harassment

The Equal Opportunity Compliance Office (EOCO), the Office of Student Protections & Title IX ("OSP"), Office of Diverse Learner Supports and Services ("ODLSS"), and the Office of Inspector General ("OIG") administers the Board's anti-discrimination policies.

For inquiries or complaints related to student-to-student sexual misconduct, harassment and/or retaliation based on actual or perceived gender or sex, please refer to OSP (<https://cps.edu/Pages/officeofstudentprotections.aspx>). For inquiries or complaints related to equity in athletics, please also refer to OSP.

For inquiries or complaints related to a covered individual adult-to-student sexual misconduct, harassment and/or retaliation based on actual or perceived gender or sex, please contact the OIG at 833-TELL-CPS.

For inquiries or complaints related to student-to-student or covered individual adults-to-student discrimination, harassment and/or retaliation based on a student's disability, please email the ODLSS Manage Section 504 Compliance at Section504@cps.edu or refer to the Section 504 Procedure Manual (<https://cps.edu/diverselearners/Pages/PoliciesAndProcedures.aspx>)

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 Anti-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 who are disabled and 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 need accommodations are encouraged to request them.

The Equal Opportunity Compliance Office (EOCO) handles all requests for accommodation. When a request is made, the EOCO Administrator will work with the employee to assess the disability and the employee's needs. The ADA Coordinator will then work with both the employee and his/her supervisor to determine what reasonable workplace accommodations can be made to assist the employee. Accommodations can include scheduling accommodations, leave extensions, assistive equipment or temporary assistance among other things.

The Board's Combined Americans with Disabilities Act (ADA) and 504 Policy is found here: <http://policy.cps.edu/download.aspx?ID=127>. Contact EOCO Office for requests for accommodations here:

Equal Opportunity Compliance Office

42 W. Madison St, 3rd Floor Chicago, Illinois 60602

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

Visit the EOCO website for additional information including Complaint Forms and staff information. <http://cps.edu/Pages/EqualOpportunityCompliance.aspx>

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. Illinois law, mayoral

executive orders, Board rules and policies and our internal Code of Ethics provide guidance on ethical standards for employees.

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).

Ethical questions may arise in a variety of contexts. The answer to them is not always intuitive. Employees are encouraged to seek guidance from the Board's Ethics Advisor to help resolve ethics inquiries. Some of the most important provisions in the Code of Ethics are summarized below:

- *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.
- *Conflicts of Interest:* This section covers a variety of situations which could result in conflicts including, for example, employees should not sit on the board of a non-profit corporation that does business with 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 cannot engage in secondary employment that conflicts with their Board employment. Employees who have second jobs during the school year must file Secondary Employment Approval Forms, and employees who have second jobs only during intersession periods (winter break, spring break or summer break) must file Intersession Notification Forms. For example, in most instances, employees may not work directly for parents of students they currently teach (e.g., tutoring, private music/language lessons, babysitting, test preparation, etc.)
- *Political Activities:* Employees may engage in political activity on their own time and off of Board premises, but may not use Board time or Board resources or their official position to engage in political activity.

The above summaries are not completely inclusive of all provisions in the Code of Ethics. For more detailed information or specific questions, please refer to the ethics webpage or contact the Ethics Advisor.

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 Business and Internal Accounts 2005 Manual \(Internal Accounts Manual 2008 Updated Sections\)](#)
 - Please visit the following web site for more information on Internal Accounting Processes:
<https://sites.google.com/a/cps.edu/kc/school-administration-and-operations/finance/internal-accounting-processes>

All forms needed may be found on the Knowledge Center at:

<https://sites.google.com/a/cps.edu/kc/school-support-center/school-based-staff/employee-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 those restrictions:

- Official union materials may be placed in the mailboxes by the Union delegate or steward provided a copy is provided to the principal.
- 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.

PAYROLL PROCEDURES - KRONOS

Employees are responsible for timekeeping. Timekeeper Central publishes guidance on how to use the Kronos Self-Service System to keep your time, which can be reviewed at <https://sites.google.com/a/cps.edu/kronosknowledgecenter/schools-training>

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/PSRP 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.

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, Timekeeper Central 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 have to be complete by 12:00 p.m. the Monday following the end of the payroll period, though in shortened weeks it may be required earlier.

Employees must check their time and request necessary edits (i.e., full schedule time, paid time off, etc.) by the deadline.

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 so 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 guidance 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. Guidance can be found on the Knowledge Center at <https://goo.gl/a2WUHv>.

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 administration

immediately. 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 child abuse or neglect can be found at <http://policy.cps.edu/download.aspx?ID=156>. That policy requires all employees to take this mandated reporter training every year, so they can identify the signs of child abuse and neglect:

(<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=AEE3C703831C1A432B7F23C6377F1A8F>)

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). Additionally, the Guidelines Regarding Maintaining Professional Student/Staff Boundaries, found [here](#), should be reviewed by all staff and are a helpful tool in recognizing inappropriate behavior.

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.

[Office of Student Protections and Title IX \("OSP"\)](#)

OSP ensures the school district is free from sex/gender discrimination, sexual harassment, and sexual violence. OSP is responsible for referring allegations of CPS-affiliated adult sexual misconduct impacting students to the Office of the Inspector General ("OIG") for investigation, overseeing investigations into allegations of sexual 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.

Protocol for reporting allegations of sexual misconduct when the allegation(s) involve(s) only students or students impacted by a non-CPS affiliated party: (1) If it's an emergency, call 911; (2) Call DCFS if you suspect abuse or neglect (1-800-25-ABUSE (252-2873)); (3)

Notify the school principal via phone, email or in-person of the suspected abuse or neglect; and (4) Call OSP at (773) 535-4400.

Protocol for reporting allegations of sexual misconduct when the allegation(s) involve(s) a student impacted by CPS-affiliated adults: (1) If it's an emergency, call 911; (2) Call DCFS if you suspect abuse or neglect (1-800-25-ABUSE (252-2873)); (3) Call the Office of Inspector General (OIG) at 1-833-TELL CPS (835-5277); (4) Notify the school principal¹ via phone, email or in-person of the suspected abuse or neglect.

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

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://sites.google.com/a/cps.edu/kc/curriculum/climate-culture-college-readiness/the-cps-restorative-practices-toolkit/overview-of-restorative-practices-in-cps>

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.

¹If the alleged abuser is your principal/supervisor or you fear retaliation from your principal/supervisor, you must notify the Network Chief.

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

Acknowledgement and Receipt

The employee handbook describes important information about Chicago Public Schools and Roger C. Sullivan High School, 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 Roger C. Sullivan High School.

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 August 30, 2019.