



Student & Parent Handbook 2016-2017

*East Campus (Grades K-5):*

24 West Walton Street  
Chicago, Illinois 60610  
Phone: 773-534-8110  
Fax: 773-534-8017

Head of East Campus  
Ms. Cara Kranz

*West Campus (Grades 6-12):*

1250 West Erie Street  
Chicago, Illinois 60642  
Phone: 773-534-0866  
Fax: 773-534-0869

Head of West Campus  
Ms. Stacie Chana

Principal  
Dr. Michael Beyer



September 2017

Dear Ogden International School Community,

As we embark on a new school year, I want to thank the many teachers, staff members, parents, students, and community members that have helped us prepare. The summer is one of the busiest and most critical times for schools. This is when we finalize budgets, interview and hire teachers and administrators, and plan everything from class schedules to preparing the many meetings we have each week throughout the school year. All of this is difficult to do without the input and insights from so many of you. Thank you for giving up part of your summer to help us organize Ogden!

I am very excited for this school year. Last summer was a whirlwind as I adjusted to a new school unlike any other. It has taken me since then to better understand Ogden International, and so this year I will begin with a firmer understanding of what is needed. There are many changes to Ogden International, some obvious, but many subtle that might go unnoticed. I'll note a few of them here.

- We have a new website that was completely revamped by amazing parent volunteer, Genia Rackos, and a small army of other parents. The new website showcases the strengths of the school and has been made more user-friendly. Genia's team also focused on personalizing the site more - including more pictures of Ogden in action,. There are "Spotlight" sections that will showcase students, parents, teachers and alumni - telling their stories of why they are proud to call Ogden their home. I encourage you to spend time going through the site prior to the school year starting.
- Parent leaders also helped create a new SignupGenius site to organize our volunteers – this will make it easier for parents to see what opportunities there are to support our teachers and staff at both campuses. This new process will also help improve security because administration can now track volunteers to ensure all have been properly vetted through the CPS volunteer system as well as for honoring them at the end of each school year.
- Parent Leader, Candice Warltier, organized and led a "messaging session" with teachers and staff to help us better communicate and articulate what makes Ogden International unique. She and her "team" of marketing moms want to help us showcase our strengths and truly shine; specifically around our IB program. We know many parents do not understand what is so special about an International Baccalaureate education and we want to change that. It is our true differentiating factor that sets us apart from being "just another school".
- We have new leadership on our Local School Council (LSC), PTA, and Athletic Booster Club. The leaders of these groups have been working together this summer to ensure an organized and streamlined calendar of events is available to parents at the start of the school year. Their goal is to publicize meetings and events EARLIER so you can attend more things and not miss out because you didn't have it on your calendar. We know parents are busy – hopefully this will help in your scheduling for the school year. All holidays and days off of school reflect the overall CPS calendar. Be sure to look for which campus things are happening at, they are labeled clearly. I think you will find this helpful..
- We also have new assistant principals (AP/Head of School). Although it was unfortunate to lose our former Heads of Schools, we should all be proud knowing so many new public school principals are developed here at Ogden International. Our new Head of Schools, Ms. Stacie Chana (West Campus) and Ms. Cara Kranz (East Campus), bring years of administrative experience to help guide and support our school. One question I asked each during the interview process was whether they could assure me they would stay for at least three years, which they did. I'm very hopeful consistency will finally settle in at Ogden International.
- Changes specific to East Campus include more than twice as much time for fitness. Nearly all grade levels will have PE twice a week, a 100% increase from previous years. We also



rearranged the lunch and recess schedule so instead of 45 minutes for both, students will have 60 minutes, allowing them more time to eat and play. Thank you to Parent Leader, Angie Verros, for being an advocate for the children through the Health and Wellness Committee.

- Last year was the first time in many years that teachers at Ogden International had a common time set aside to collaborate with their grade level colleagues. However, last year they only had time to meet once or twice per week. This year all teachers have a common planning time on a daily basis. This is a massive change that I hope will positively impact the culture at Ogden, as teachers will have ample time to learn and support one another, something critical for all professions.
- Changes at West Campus will lead to additional supports for students' social and emotional well-being, while giving students more opportunity for leadership. We hired an experienced professional to be a student activity coordinator. While our teachers have done an excellent job organizing student councils and clubs, they often don't have the time that is necessary to develop the leadership skills of our students. Similarly, we have hired a new restorative justice coordinator who will ensure students learn from their choices and actions, and that victims of misbehavior have the opportunity to be heard and respected. These two part-time positions will work together to reinforce and build a culture of respect and leadership at West Campus.
- With the largest freshman class in Ogden's history, we have hired more teachers at the high school level. We focused on hiring teachers with a track record of academic success at other schools, including a teacher that led the first CPS middle school debate team to compete at the national level.

With all of these improvements, we are looking to have a fantastic year at Ogden. I'm hopeful all of our families are looking forward to starting back to school and being part of our "Renaissance" - continuing to make our school the best in the city!

Sincerely,



Principal Michael Beyer, Ed.D., NBCT

## Table of Contents

<b>General Information</b> .....	<b>7</b>
The Mission of The Ogden International School of Chicago .....	7
The History of William B. Ogden .....	7
Faculty and Staff.....	8
Local School Council (LSC).....	8
School Calendar .....	8
Profile of the Ogden International Learner .....	8
The International Baccalaureate Programme .....	8
IB Learner Profile.....	9
Learner Attitudes .....	10
Bell Schedule for 2016-2017 .....	11
Fees, Debts, Fines, Payment Plans, and Fee Waivers.....	11
<b>Rigorous Academics</b> .....	<b>12</b>
Problem-Solving .....	12
Partnership and Conferences.....	12
Homework / Projects.....	12
Field Trips.....	13
Student Access to Printing .....	13
Standardized Assessments.....	13
Service Learning .....	15
Extracurricular Activities and Eligibility Rules.....	15
Eligibility Rules.....	15
Athletic Teams.....	15
Other Extracurricular Activities .....	16
National Honor Society (NHS) .....	16
National Art Honor Society (NAHS) .....	17
Credits and Graduation Requirements .....	17
Eighth Grade Graduation.....	17
Early Graduation.....	17
High School Graduation Requirements .....	17
Programming and Course Selection .....	18
Electives.....	18
Ogden International Schedule Change Request Policy and Form .....	19
College, University, and Community College Classes.....	19
Grades and Grade Reporting.....	19
Report Cards.....	20
Progress Reports .....	20
Promotion Policy .....	21
Failing, Promotion, and Remediation.....	21
Remediation and Summer School Policy.....	21
Examples .....	22
What to do if you fail a class: .....	23
A high school student is on track to graduate if she / he:.....	23
Student Intervention Plans .....	23
<b>Systems of Support</b> .....	<b>24</b>

<b>Food and Meal Services .....</b>	<b>24</b>
Lunchroom Rules.....	24
Open Campus Lunch.....	24
Eating in spaces outside the lunchroom .....	25
Eating in Hallways.....	26
Classroom Celebrations.....	26
<b>Medications and Self-Medication .....</b>	<b>26</b>
<b>The Counseling and Case Management Department.....</b>	<b>27</b>
<b>Academic Difficulties .....</b>	<b>27</b>
<b>Special Education .....</b>	<b>27</b>
Philosophy .....	27
Diverse Learner Supports .....	27
OWLS Program .....	28
<b>Related Services .....</b>	<b>28</b>
<b>Discipline, Health, and Safety .....</b>	<b>29</b>
<b>Discipline Philosophy.....</b>	<b>29</b>
<b>Restorative Justice.....</b>	<b>29</b>
(Peacemaking) Circles .....	29
Victim-Offender Mediation .....	29
Community and Family Group Conferencing .....	29
<b>Chicago Public Schools Student Code of Conduct .....</b>	<b>30</b>
<b>Honor Code and Academic Honesty .....</b>	<b>30</b>
Honor Code .....	30
Academic Dishonesty .....	30
Understanding Academic Honesty.....	32
Referral of Incidents of Academic Dishonesty.....	32
<b>Disciplinary Consequences.....</b>	<b>32</b>
2016-2017 Disciplinary Action Levels and Consequences.....	32
Activities Ineligibility List (AIL).....	35
Out of School Suspension (OSS) .....	36
Confiscated Devices .....	36
<b>Referrals to the Head of School or Principal.....</b>	<b>36</b>
<b>Appeals .....</b>	<b>36</b>
<b>Other rules and policies .....</b>	<b>37</b>
Identification Badges.....	37
Public Displays of Affection .....	38
In Hallways / Unauthorized Areas at Unauthorized Times.....	38
Vandalism .....	39
Electronic Devices / Cellular Phones / Smart Phones at School.....	39
<b>School-Sponsored Activities.....</b>	<b>39</b>
<b>Searches of Students and Lockers .....</b>	<b>40</b>
<b>Anti-Hazing/Anti-Bullying Policy .....</b>	<b>40</b>
<b>Recess, Physical Activity, Health, Food &amp; Wellness .....</b>	<b>40</b>
<b>Attendance .....</b>	<b>41</b>
<b>State Mandated Attendance Policy.....</b>	<b>41</b>
<b>The Importance of Attendance .....</b>	<b>41</b>
<b>Swipe In / ID Cards .....</b>	<b>41</b>

<b>Recognition for Perfect Attendance .....</b>	<b>41</b>
<b>Excused Absences (Valid Absences) .....</b>	<b>42</b>
<b>Unexcused Absences (Truancy).....</b>	<b>43</b>
<b>Early Dismissal.....</b>	<b>43</b>
<b>Leaving School without Permission-Skipping / Cutting School.....</b>	<b>43</b>
<b>School Activities / Non Attendance at School .....</b>	<b>43</b>
<b>Homebound Instruction Program .....</b>	<b>43</b>
<b>Additional Information for Families.....</b>	<b>43</b>
<b>Volunteering .....</b>	<b>43</b>
Volunteer Opportunities .....	44
Volunteers and Privacy.....	44
Respect for Teachers and Classrooms.....	44
Parent / Teacher Email Communication .....	44
Pickup and After-School .....	44
<b>Student drop-off and Pick up .....</b>	<b>45</b>
East Campus .....	45
West Campus .....	45

## General Information

### **The Mission of The Ogden International School of Chicago**

Ogden International provides a world-class education to students who will become leaders of change within the global community in the 21st Century. Ogden has a commitment to provide a distinctive, high-quality international education which cultivates intellectual inquiry and global engagement.

### **The History of William B. Ogden**

William B. Ogden School was originally named Public School No. 10, and built in 1857 on Chestnut Street between Dearborn and Wolcott streets. The three-story building served 693 students. The original building burned in the great Chicago fire, and a new, makeshift building was erected in 1872 followed by a more permanent building in 1884 at 9 W. Chestnut Street. In 1953, a new building was erected at 24 W. Walton St. Even then, the school was located near several foreign consulates from Puerto Rico, China, Japan, the United Arab Republic, Poland, Greece, France, Germany, Yugoslavia, Central America, and Italy. Although many children spoke no English, they were placed in regular classrooms. Similar to today, the school also offered Spanish lessons. The motto in 1965 was “The Near North’s Leader to the Future.” *Excerpted from the Chicago Tribune Archives, June 17th, 1965.*

“William Butler Ogden, like many great early Chicagoans, was an easterner. Born in 1805, he grew up in western New York and first came to Chicago in 1835 to supervise the sale of land that his brother-in-law, a Wall Street investor, had bought as part of the new town’s first speculative real estate boom. As soon as he got to Chicago, he wrote that his sister’s husband was ‘guilty of an act of great folly in making [this] purchase.’ “

Still, he did the job asked of him, draining the land, laying out streets and dividing up lots. When the lots went on sale, a third of the property went for \$100,000 — the price his brother-in-law paid for the entire property. The money to be made in Chicago convinced Ogden to move here permanently in 1836.

Ogden did not seek to merely make a profit on speculating, however. He made improvements on the land to increase the true value of his holdings. He was one of the prime movers that organized the digging of a canal from the Chicago River to Lake Michigan. He was part of the committee that drafted a city charter to submit to the Illinois legislature. And when Chicago became a city, he became its first mayor. Ogden firmly believed that business and government could and should work together, and that businessmen were obliged to — and could only benefit from — serving in local government.

As the city’s mayor and as an alderman, Ogden taxed residents to raise money for streets, sidewalks and bridges. When the struggling city could not afford some of these improvements, Ogden and his partners back in New York paid out of their own pockets. New York money built much of Chicago in its first decades.

Ogden ran the Chicago and Michigan Steam Boat Company and a local brewery, was president of Rush Medical College, and financed local banks as well as Cyrus McCormick’s new reaper factory. When his secretary told him he was worth more than a million dollars, he responded, “By God... that’s a lot of money!” Ogden also donated the land that Holy Name Cathedral was built on, and true to form, made sure that Catholics voted for his plan to build the first drawbridge over the Chicago River — allowing the development of more land that he owned.

In 1847, Ogden announced a plan to build a railway out of Chicago, but no capital was forthcoming. Eastern investors were wary of Chicago’s reputation for irrational boosterism, and Chicagoans did not want to divert

traffic from their profitable canal works. So Ogden and his partner J. Young Scammon solicited subscriptions from the farmers and small businessmen whose land lay adjacent to the proposed rail. Farmer's wives used the money they earned from selling eggs to buy shares of stock on a monthly payment plan. By 1848, Ogden and Scammon raised \$350,000 — enough to begin laying track. The Galena and Chicago Union Railroad was profitable from the start and eventually extended out to Wisconsin, bringing grain from the Great Plains into the city. As president of Union Pacific, Ogden extended the reach of Chicago's rail lines to the West coast."

[http://www.pbs.org/wgbh/amex/chicago/peoplevents/p\\_ogden.html](http://www.pbs.org/wgbh/amex/chicago/peoplevents/p_ogden.html)

## **Faculty and Staff**

The Ogden International administration endeavors to recruit, develop, and retain the best educators in the country. Support staff is also selected with high standards of excellence, and several of our teaching assistants are fully certified and endorsed teachers. As professionals, our faculty members are committed to continually reviewing and improving our ability to work with our students. For detailed information on the Ogden International faculty and staff, please visit our website at <http://ogden.cps.edu>.

## **Local School Council (LSC)**

All Chicago Public Schools are administered in partnership with an LSC made up of six parent representatives, two community representatives, two faculty representatives, and one support staff representative, in addition to one student and the principal. Detailed information can be found on the Ogden International website, <http://ogden.cps.edu>.

## **School Calendar**

Ogden International maintains a web calendar of school events. This calendar is the clearinghouse for all information regarding school events. It will be updated frequently, so check back often. This calendar can be found on our website at <http://ogden.cps.edu>. A separate sports calendar can be found on the Athletics page.

## **Profile of the Ogden International Learner**

The Ogden International School of Chicago is the only kindergarten through 12<sup>th</sup> grade International Baccalaureate School in the state of Illinois.

## **The International Baccalaureate Programme**

From the IB website:

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer any of the programmes. The IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement. We work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. The International Baccalaureate® (IB) aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed.

We hope our students will help to build a better world through intercultural understanding and respect.





IB is different from other curricula because it:

- encourages students to think critically and challenge what they are told
- is independent of governments and national systems, and therefore able to incorporate best practice from a range of international frameworks and curricula
- encourages students to consider both their local and international environment.

In order to teach IB programmes, schools must be authorized. Every school authorized to offer IB programmes is known as an [IB World School](#).

Through [IB programmes](#), IB students “learn how to learn”, studying our unique [theory of knowledge \(TOK\) course](#). They are encouraged to try different approaches to learning and to take responsibility for their own educational progress.

Our programmes help IB students:

- ask challenging questions
- think critically
- develop research skills proven to help them in higher education.

IB programmes also encourage students to be active in their communities and to take their learning beyond academic study.”

## **IB Learner Profile**

The IB Learner Profile describes how we hope all students, families, faculty, and staff will think and act every day, both at school and in their personal lives. More information about the IB learner profile can be found at <http://www.ibo.org/en/benefits/learner-profile/>.

*Inquirers:* We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

*Knowledgeable:* We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

*Thinkers:* We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

*Communicators:* We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

*Principled:* We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

*Open-minded:* We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

*Caring:* We show empathy, compassion and respect. We have a commitment to service, and we act to make

a positive difference in the lives of others and in the world around us.

*Risk-takers:* We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

*Balanced:* We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

*Reflective:* We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **Learner Attitudes**

The learner attitudes below are pathways toward the IB Profile attributes listed above. We hope that all students, families, faculty and staff will exhibit these attitudes in their thoughts and actions every day, in and out of school:

*Appreciation:* We notice and are thankful for the wonder and beauty of the world and its people.

*Commitment:* We show dedication to our learning, have self-discipline and are responsible.

*Confidence:* We have courage to take risks, applying what we have learned, and make appropriate decisions and choices.

*Cooperative:* We enjoy collaborating, and leading or following as the situation demands.

*Creative:* We are imaginative in our thinking and in our approach to problems and dilemmas.

*Curious:* We ask questions and wonder about the nature of learning, about the world, and its people and cultures.

*Empathic:* We imagine ourselves in another person's situation so we can understand his or her reasoning and emotions.

*Enthusiastic:* We are excited about learning and living.

*Independent:* We act independently, making our own judgments, and are able to defend our thinking and ideas.

*Integrity:* We are honest and demonstrate fairness.

*Respectful:* We care about ourselves, others, and the world around us.

*Tolerance:* We are sensitive about the differences and diversity in the world and being responsive to the needs of others.

## Bell Schedule for 2016-2017

The West Campus bell schedule consists of 8 fifty-minute periods with an advisory period on Wednesdays (and other days as appropriate).

### Monday, Tuesday, Thursday, Friday

Period	Time
1	8:00-8:50
Announcements	8:50-8:57
2	9:01-9:51
3	9:55-10:45
4	10:49-11:39
5	11:43-12:33
6	12:37-1:27
7	1:31-2:21
8	2:25-3:15

### Wednesday

Period	Time
1	8:00-8:45
2	8:49-9:34
Advisory	9:38-10:21
3	10:25-11:10
4	11:14-11:59
5	12:03-12:48
6	12:52-1:37
7	1:41-2:26
8	2:30-3:15

The East Campus does not have a bell schedule.

## Fees, Debts, Fines, Payment Plans, and Fee Waivers

Fees are collected to support programs that benefit the students. Fees must be paid by the deadlines specified. Due to State and City budget cuts, annual students' fees at Ogden are \$250.00 per student. The school will publish purchase orders detailing exactly how fees are used so that parents know how their money is being spent.

You can pay student fees online at our website: <http://ogden.cps.edu>

Debts may be incurred when books are damaged or not returned (up to the cost of the book), the property of others is damaged, etc. Students and parents must take responsibility for making sure that debts are settled as soon as possible. It is the student's responsibility to keep track of debts.

For example, if a student knows that she/he did not return a school issued book, that student should take the initiative to come to the main office to pay for the item. If fees, debts, and fines are not paid by deadlines specified by the Ogden International staff, loss of privileges may result and the student will be placed on the Activities Ineligibility List. If the proper forms and fees are not turned in on time, the student may be subject to disciplinary action. Program and locker assignments will not be issued if fees and/or paperwork are not turned in by the summer orientation dates / time specified by the staff. Debts can be appealed by contacting the Principal in writing, preferably via email.

Families do sometimes face financial hardships. Ogden International wants all students to be able to participate in programs even when in the midst of a financial crisis. Payment plans and / or fee waivers (requiring submission of W2 forms) are available for families who cannot afford to pay fees. Parents should contact the Principal ([msbeyer@cps.edu](mailto:msbeyer@cps.edu)) to inquire about these provisions. Fee waivers are not applicable to debts and fines. A payment plan may be worked out for debts and fines with the approval of the Principal.

Students are also required to be in good standing financially in order to attend extra-curricular events including homecoming, prom or other events. A balance of more than \$50 on a student's account may prohibit them from attending various school functions (including prom). Please ensure that your child's balance is below \$50 throughout the year so they are able to attend all school functions.

## **Rigorous Academics**

To achieve the kinds of thoughtful, inquisitive, well-versed students described in the IB Profile, Ogden International strives to provide a rigorous experience of inquiry and learning across the curriculum.

### **Problem-Solving**

Academic issues and concerns do arise from time to time. Just as important as resolving an immediate issue about a test score or assignment is for students, so is learning how to effectively address such issues and how to advocate for themselves.

Academic questions such as why a paper received a certain grade, or what topics will be on a test—should be taken up with the class teacher first before approaching other authorities (department chair, Head of School, or the Principal). We encourage students to engage in these dialogues for themselves, while keeping their parents informed. Helping students advocate for themselves, starting with the teacher, is the best way to prepare for college expectations.

If the matter is still unresolved after talking with the teacher, then students (and, if necessary, their parents) should contact the department chair, and only then the appropriate Head of School.

### **Partnership and Conferences**

Guardians / parents must be partners in their child's education. Ogden International strongly encourages guardians / parents to stay in frequent contact with the school. Please begin by visiting our website at <http://ogden.cps.edu> to find answers to many of your questions. Parents should also feel free to reach out to teachers by email using the staff directory on our webpage, <http://ogden.cps.edu>.

To schedule a conference with a teacher(s), parents or guardians should email or call the teacher (see the website for contact information). Parents and guardians must make appointments ahead of time. Classes cannot be interrupted for parent conferences.

### **Homework / Projects**

In grades K-2<sup>nd</sup>, completion of homework is at the discretion of the parent and cannot be used for a grade.

Students in grades 3<sup>rd</sup>-12<sup>th</sup>, should keep a written record of all assignments and budget their time so they will be able to turn in all their assignments on the dates they are due. Also, it is the student's responsibility to get assignments, even in the case of an excused or unexcused absence. Students and guardians / parents can view daily homework at <https://ogdenchicago.managebac.com/login>. Students will receive a username and password during the first quarter of school.

As part of student training in self-management and motivation, it is highly recommended that high school students plan on a minimum of two hours of homework per night as freshmen, and more as they progress. IB Diploma classes will require additional study time.

In addition to individual teacher-assigned projects and homework, there are required projects in various departments. MYP Personal Project, PYP Exhibition, Science Fair and History Fair projects are integral parts of the academic culture of the school, and students must strive to work to full potential in these projects. Quality of work on these projects is graded in the contests themselves as well as within the respective classes.

## Field Trips

Field trips are an integral part of the academic program. Field trips often serve as the culminating activity for a particular unit a student is studying or as a cultural experience in conjunction with learning objectives. No child is allowed to go on a field trip without his/her parents' written permission. Permission slips are sent home for your signature well in advance of the trip. There is usually a fee for trips to cover bus transportation and entrance fees. This fee will be waived for students with approved fee waiver forms on file. Trip fees must be turned in to the classroom teacher at least a week prior to the trip.

## Student Access to Printing

Ogden International School has printers in computer labs where students can print. However, students and teachers are strongly encouraged to go paperless by emailing documents and sharing documents via Google Docs.

## Standardized Assessments

Standardized assessments are one important way to measure intellectual ability and academic progress. While Ogden International strives to educate the student in many ways that can't be measured on standardized tests, these test scores are still crucial for college and career pathways. It is for this reason that Ogden International endeavors to prepare students for success on these exams.

Teachers at Ogden International use a wide range of assessments of student progress, including authentic, performance-based projects and activities, to fine tune instructional practices and curriculum. Standardized tests are part of that "assessment portfolio," and Ogden administers several standardized tests to students on a regular basis. Kindergarten through Eighth grade students take NWEA at least once per year, always in the spring. Eleventh graders take the ACT and are encouraged to take the SAT for college admissions. Twelfth graders can retake some exams, but it is often too late for scores to count for college admission. All students in grades 3-11 will take the PARCC assessment. Junior year is a big testing year. Students will need to prepare in order to perform well on these exams.

- *NWEA: The Northwest Evaluation Association MAP (measure of academic progress) is an online assessment that adapts to the student's level that can measure national percentile ranking and estimate annual growth. The NWEA is used for promotion in 3<sup>rd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grade. It is also the most heavily weighted test when evaluating CPS schools and teachers. The NWEA was created as a screener and not as a high-stakes assessment, and was originally intended as one of several measures educators could use to determine student academic ability. [Parent Toolkit](#) can offer more answers you might*

have.

- **PARCC:** The PARCC is a Common-Core aligned assessment that tests students' ability to read and write about complex texts, and to understand and do mathematics. In 2016-17, all students in grades 3-11 will take the PARCC assessment. The PARCC assessment is a state requirement for all students in those grades.
- **International Baccalaureate (IB):** Students taking IB Diploma Programme (DP) courses complete two types of assessments to receive the IB Certificate: tests or projects that are structured by IB and scored by their teachers using the IB criteria, and IB-created writing assignments and end-of-course tests (administered in May of senior year) scored by IB examiners. Students in IB Language courses also take oral examinations that are scored by their teachers. All work that is scored by students' own teachers is also reviewed ("moderated") by IB Examiners. Full IB Diploma candidates have two additional requirements: a 4,000-word (16-20 page) extended essay research investigation on an academic topic of their choosing, and the Creativity, Action and Service program that requires they demonstrate their learning in the world. Further information is at <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/>.
- **Preliminary Scholastic Aptitude Test / National Merit Semi-Final Qualifying Test (PSAT / NMSQT):** This test is the qualifying examination for the National Merit Scholarship Program. In addition, it helps to prepare students for the SAT. Further information is available from the test developer by going to [www.collegeboard.com/student/testing/psat/about.html](http://www.collegeboard.com/student/testing/psat/about.html). This test is typically administered to 11th graders at Ogden International in October. Unlike other college-admissions test (ACT, SAT, etc.), students cannot retake PSAT tests to improve their scores.
- **Scholastic Aptitude Test (SAT Reasoning Exam or SAT):** The SAT is a four-hour test that measures verbal and mathematical reasoning skills students have developed over time as well as skills they need to be successful academically. Many colleges and universities use the SAT or the ACT or both as one indicator among others, including class rank, high school GPA, extracurricular activities, personal essay, and teacher recommendations, of a student's readiness to do college-level work. Further information is available from the College Board at [www.collegeboard.com/student/testing/sat/about/SATI.html](http://www.collegeboard.com/student/testing/sat/about/SATI.html). If a student elects to take the SAT, the suggested date is in the spring of 11th grade. For students who qualify for the federal Free / Reduced Lunch Program, fee waivers can be obtained for the SAT, also. However, most Ogden International students will not take the SAT, as the ACT (PSAE) and SAT are used interchangeably in college admissions. However, if students score very well on the PSAT, it is strongly encouraged that they also take the SAT, as this may be the students "stronger" test.
- **Scholastic Aptitude Test Subject Tests (SAT Subject Exams):** Subject Tests, one-hour, mostly multiple-choice tests, measure how much students know about a particular academic subject and how well they can apply that knowledge. Many colleges require or recommend one or more of the Subject Tests for admission or placement. Students applying to selective and highly selective private universities are strongly encouraged to take this college admissions test if it is required for their college(s) of choice. Used in combination with other background information (your high school record, scores from other tests like the SAT, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance. Further information is available from the test developer by going to [www.collegeboard.com/student/testing/sat/about/SATII.html](http://www.collegeboard.com/student/testing/sat/about/SATII.html). It is suggested that students take the SAT Subject Tests as soon as possible after completing a course in that subject, while the information is

still “fresh.” For students who qualify for the federal Free / Reduced Lunch Program, fee waivers can be obtained for the SAT Subject Tests, also.

## Service Learning

High school students need to complete three service learning projects (or a total of 40 service learning hours) to graduate. These projects are frequently offered through the core curriculum. Students may volunteer and receive hours that will appear as service learning hours on their transcript.

## Extracurricular Activities and Eligibility Rules

Extracurricular involvement is an essential part of any student’s development as a well-rounded individual. In addition, colleges and universities look favorably on leadership experiences in student activities. Ogden International has a club, activity, or team for every student. For detailed information on Ogden International’s athletic teams, clubs, and activities, go to our website.

### Eligibility Rules

Ogden International is a member of the Illinois High School Athletic Association and uses its rules as one guideline for participation in school activities. In addition, Ogden expects students to meet behavior and citizenship standards spelled out in the Behavior section of the handbook. Students must meet these standards to participate in any club, activity, or athletic team. Specifically:

- All student competitors must earn a grade point average of 2.0 to be eligible at any time during the school year.
- A student is **partially** ineligible if he / she fails one class at any 5-week marking period. In this case, there is no activity allowed during that class period for 5 weeks / until the next marking period as a spectator or a participant. Outside of these times, the student **may** participate. Eligibility will be reconsidered after 5 weeks.
- A student is **fully** ineligible if she / he fails two or more classes at any 5-week marking period. In this case, the student can no longer participate until the next 5-week grades are in, and then only if he / she is no longer failing two or more classes.
- A student who is failing one or more classes may work with the Athletic Director (or club supervisor) to complete a weekly, Independent Study Plan (ISP) in order to become eligible prior to the 5 week period. This plan should be completed on Thursday and submitted by 8:00 AM Friday.
- A student who does not comply with Ogden International behavioral guidelines, detention procedures, GPA requirements and has failed more than one class will be placed in the Activity Ineligibility List (AIL).

## High School Athletic Teams

The Athletic sports and seasons are listed below.

Fall Sports	Gender
Cross country	Co-ed
Soccer	Boys
Volleyball	Girls
Tennis	Girls

Winter Sports	Gender
Basketball (v)	Co-ed
Basketball	Girls
Bowling (v)	Co-ed
Chess	Co-ed

Spring Sports	Gender
Baseball	Boys
Softball	Girls
Soccer	Girls
Track	Boys

Swimming	Girls	Dance	Co-ed	Track	Girls
----------	-------	-------	-------	-------	-------

For more information, contact the Athletic Director, Mr. Matt Baker, [mebaker2@cps.edu](mailto:mebaker2@cps.edu)

### Other Extracurricular Activities

In 2016-2017, Ogden International School offered the extracurricular activities listed below, but this list is not meant to exhaust the out-of-class possibilities. If a student wants to start a new extracurricular activity or club, he / she should start by finding a teacher willing to sponsor and supervise the activity/club, and then work with the administration to get the club set up.

Art Club	MS Math Team
C.H.O.I.C.E.	MS Student Council
International Mindedness	MS Yearbook Club
Girls On The Run	Ogden Knight Owls Chess Club
Japan Club	Ogden's Got Talent
LEGO® Robotics Team	Personal Finance Challenge Group
Model UN	Science Olympiad
MS Debate Team	Spanish Club
	Student Ambassadors

### National Honor Society (NHS)

To be invited to apply to the Ogden chapter of the National Honors Society ("NHS"), students must be at least sophomore level, with a minimum of 20 Service Learning hours posted on their transcripts by September of the year they are up for invitation, have a minimum 3.75 unweighted GPA, and no Ds or Fs. The list of eligible names goes to faculty and staff to determine the students' citizenship eligibility.

Students who fulfill the Service Learning, academic, and citizenship criteria are invited to a meeting where they learn more about the NHS and its responsibilities and activities, and during which they receive the application. Students **must** attend the meeting in order to apply to NHS. The NHS application asks students to identify their achievements in extracurricular activities, leadership positions, service, community activities and work / school recognitions. The final part of the application is a 500-word essay about why the student wants to be in the National Honor Society. Applicants commit that, if accepted, they will perform fifteen additional hours of community service each year.

NHS applications are due on a specific date; students who do not apply on time will not be able to participate that year. Applications are evaluated on the students' demonstrated and continued participation in service, co-curricular and community activities, leadership positions held / work school recognition and awards, as well as the content and conventions of their application essay. Students are informed within three weeks of the evaluators' decision. Students whose applications are lacking specific areas receive a letter to that effect with suggestions for improving their application during the next year. Induction is held as soon as the school calendar permits.



## **National Art Honor Society (NAHS)**

To be invited to apply to the Ogden chapter of the National Art Honor Society, students must have completed two Fine Arts courses, have a minimum 3.0 unweighted GPA, and no Ds or Fs. The list of eligible names goes to faculty and staff to determine the students' citizenship eligibility.

Students who fulfill these requirements are then asked to fill out an application which asks them to identify their achievements in extracurricular activities, leadership positions, service, community activities and work / school recognitions. The final part of the application is an essay about why they want to be in NAHS.

The applications are due on a specific date. Failure to turn in the application when specified negates their ability to apply that year. Applications are evaluated on the students' demonstrated and continued participation in service, co-curricular and community activities, leadership positions held / work school recognition and awards, as well as the content and conventions of their application essay.

Students are informed within three weeks of their evaluators' decision. Students whose applications are lacking specific areas receive a letter to that effect with suggestions for improving their application during the next year. Induction is held as soon as the school calendar permits.

## **Credits and Graduation Requirements**

### **Eighth Grade Graduation**

For a student to be eligible to graduate, students must meet all eligibility criteria set forth by the Chicago Public Schools including attendance, grades in reading and math, and NWEA test scores. Additionally, for students to participate in the graduation ceremony, students must have a 95% attendance rate for the school year, must be passing all subjects with a D or better, and have no misconducts above a Group 3. Participating in Ogden's graduation is more than a right; it's a symbol that the student met or exceeded our expectations for academics and citizenship.

### **Early Graduation**

The Ogden International diploma programme is different from a diploma earned at a typical high school. After two years of successful formation in a rigorous variety of academic and social programs, Ogden International will confer its International Baccalaureate diploma. All students and their parents should focus on "going the extra mile" in academic areas. Early graduation is not permitted at Ogden International except under rare circumstances and only after a written request is presented to the principal one calendar year before the proposed early graduation. Early graduation rushes students through an important process and does not allow the Ogden International staff to spend adequate time helping students develop into the learners that our mission promises.

### **High School Graduation Requirements**

The following are commonly known as the core subjects.

[CPS Graduation Requirements](#)

[Recommended Ogden International](#)



4.0 English	4.0 English
3.0 Mathematics	4.0 Mathematics
3.0 Science	4.0 Science
2.0 World Language	4.0 World Language
3.0 Social Science	4.0 Social Science
2.0 Fine Arts	2.0 Fine Arts (1.0 visual and 1.0 performing)
2.0 Physical Education	2.0 Physical Education
2.0 College-Career Pathways	0.0 College-Career Pathways
3.0 Electives	4.0 Electives
Student Advisory	Student Advisory
3 substantial service learning projects	3 substantial service learning projects
<b>24 Credits</b>	<b>28 Credits</b>

In addition to the above requirements, each student must pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States and the Constitution of the State of Illinois. Students must also pass the classroom (written) portion of Driver’s Education and meet the Consumer Education requirement.

## Programming and Course Selection

### Programming Process

The programming process takes place during the second semester and following summer of each year. Graduation requirements are reviewed, and the student’s interests are taken into account. Ultimately, priority will be placed on programming students for the courses that will help them work to full academic potential in order to help them become attractive candidates for selective colleges and universities. The student’s advisor and / or counselor will be available to meet with each student upon request, with mandatory meetings for rising seniors. Students must keep their scheduled appointment, and they are expected to be prompt and to bring their programming materials with them. A parent signature is required on the student’s class selection form. Failure to return the form by the established deadline will result in a student being placed in a low-priority group for programming, with his or her requests scheduled after all others. Some courses have prerequisites or require that students demonstrate minimum levels of proficiency before they enroll. More information is distributed regarding specific classes during the programming process early in the second semester each year.

### Electives

“Electives” are simply classes outside the core high school graduation requirements. Ogden International offers students ample opportunities to explore and hone-in on areas of interest / need in order to be as prepared for college as possible. Among other benefits, electives offer students a chance to learn a subject matter at a deeper level, expand a student’s horizons, as well as the chance to show colleges that they are serious students who take advantage of every academic opportunity they are offered. Accordingly, we expect that students will

take electives as seriously as classes that are required for graduation.

### **Ogden International Schedule Change Request Policy and Form**

Schedule changes are highly unusual and, in general, only occur when a mistake has been made by the counselors or administrators. Ogden International middle and high school students do not “drop” classes; they must replace a class that they are dropping with another course. Guidelines for requesting a change of program include the following:

- Changes can only be requested within the first two weeks of the semester.
- Changes require consent of the teacher, advisor, department chair, and counselor.
- Final approval is granted by the Head of School.

A change in schedule will not be given simply to change a teacher, classroom, or timing of a class. If your request does not meet the guidelines above, it will not be granted. Please note: it is your responsibility to complete the Change of Request form correctly. If you have questions, please see your counselor for guidance. If you are eligible for a schedule change, bring the Change of Request form to your counselor or the Head of School. They will work with you to see if changes to your schedule can be made. Please note though that due to class size limits, not every request can be made.

### **College, University, and Community College Classes**

Taking and passing a college course with high marks while still in high school shows that students are ready for college-level work and that they have high levels of motivation and initiative. Successfully completing a college course can provide a big boost to a student’s learning as well as her / his applications for college admission and scholarships. College classes also require a higher degree of responsibility than many high school classes. It is up to the student to register for every class, take appropriate placement tests, and keep her / his counselor informed, as well as attend every class and keep up with college level work and expectations.

It’s also important for students to know their college’s and course professor’s policies and procedures. For example, most colleges have “drop periods” at the beginning of the term. If a student wants to stop taking a course after the drop period end, she / he will have to accept an “F” on his / her transcript.

### **Grades and Grade Reporting**

Grades are assigned according to student performance and according to the standards set forth by the teacher. If a student or parent is dissatisfied with a grade assigned by a teacher, they must first attempt to resolve the issue with the teacher. Only after extensive conversation with the teacher, may the student and parent bring the issue to the Head of School. Then, if satisfaction has not been reached, the student and parent should contact the Principal. The grading scale used in all Ogden International classes is as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or below

Grades earned by students generally reflect the following general criteria:

- A Indicates learning at the highest level. The student not only has demonstrated knowledge and understanding of the material but also has demonstrated an ability to analyze, synthesize, and evaluate the material with breadth and depth of understanding. An 'A' indicates work that has gone above and beyond the expectations of an assignment.
- B The student not only has demonstrated knowledge and understanding of the material but also applies the material. The student will be able, on occasion, to demonstrate an ability to analyze, synthesize, and evaluate the material.
- C The student has demonstrated a basic knowledge and understanding of the material and some ability to apply it.
- D The student has demonstrated a limited knowledge and limited understanding of the material and is not able to apply much of it.
- F The student has not demonstrated knowledge and understanding of the material, and therefore is not able to apply it.

### **Report Cards**

Report cards are issued four times each year at the end of each quarter. These are the permanent records of the student's progress. During Report Card Pick-Up Days, parents / guardians must pick up grade reports at Ogden. The dates and times can be found on the school calendar at [ogden.cps.edu](http://ogden.cps.edu). The end of the 2nd quarter (in February) and the 4th quarter (in June) mark the ends of the semesters. For high school students, semester grades are recorded on transcripts, and are the basis for awarding or denying credit in the class. For middle school students, grades are recorded and credit is awarded at the end of the year.

### **Progress Reports**

Progress reports are issued during the 5th, 15th, 25th, and 35th weeks of the school year. Teachers or staff members may send out updated progress reports at any time if special attention to academic issues is needed. Parents / guardians who would like a conference with the teacher as a result of the Report Card or Progress Report are requested to email or call the teacher with whom they would like to meet. Teacher contact emails can be found at [ogden.cps.edu](http://ogden.cps.edu)

## Promotion Policy

Grade promotion at Ogden International is an achievement that must be earned.

To be promoted from 9 <sup>th</sup> to 10 <sup>th</sup> grade, Ogden students must:	To be promoted from 10 <sup>th</sup> to 11 <sup>th</sup> grade, Ogden students must:	To be promoted from 11 <sup>th</sup> to 12 <sup>th</sup> grade, Ogden students must:	To graduate, a Ogden student must:
<ul style="list-style-type: none"> <li>• Earn a minimum of 5.0 completed credits (1 of which must be in English);</li> <li>• Complete 10 hours of community service or one service project;</li> <li>• Have less than 10% unexcused absences each semester;</li> <li>• Exhibit conduct over the course of the academic year that is satisfactory and aligned with the expectations detailed in the Profile of the Ideal Graduate of Ogden College Prep.</li> </ul>	<ul style="list-style-type: none"> <li>• Earn a minimum of 11 completed credits (at least 2 English, 1 math, 1 science, and 1 social science);</li> <li>• Complete 20 hours of community service or two service projects;</li> <li>• Have less than 10% unexcused absences each semester;</li> <li>• Exhibit conduct over the course of the academic year that is satisfactory and aligned with the expectations detailed in the Profile of the Ideal Graduate of Ogden College Prep.</li> </ul>	<ul style="list-style-type: none"> <li>• Earn a minimum of 17 completed credits (at least 3 English, 2 math, 2 science, 2 social science, 1 foreign language, 1 visual or performing art, and 1 PE);</li> <li>• Complete 30 hours of community service or two service projects;</li> <li>• Have less than 10% unexcused absences each semester;</li> <li>• Exhibit conduct over the course of the academic year that is satisfactory and aligned with the expectations detailed in the Profile of the Ideal Graduate of Ogden College Prep.</li> </ul>	<ul style="list-style-type: none"> <li>• Earn a minimum of 24 completed credits (at least 4 English, 3 math, 3 science, 3 social science, 2 foreign language, 1 visual art, 1 performing art, 2 PE, and 3 electives);</li> <li>• Complete 40 hours of community service or two service projects;</li> <li>• Have less than 10% unexcused absences each semester;</li> <li>• Exhibit conduct over the course of the academic year that is satisfactory and aligned with the expectations detailed in the Profile of the Ideal Graduate of Ogden College Prep.</li> </ul>

## Failing, Promotion, and Remediation

Failing any class at Ogden International is a serious issue. Failures can lead to non-promotion to the next grade. The CPS policy on grade promotion is available at [policy.cps.k12.il.us/documents/605.1.pdf](http://policy.cps.k12.il.us/documents/605.1.pdf)

If a student does fail any class, the student and / or parent must contact the student’s assigned counselor to make appropriate arrangements to retake the failed class.

## Remediation and Summer School Policy

High school students who fail classes, including electives, must retake those courses. Doing so shows college admission representatives that students take their education seriously and that they can work through academic (and other) struggles. Making up classes is called “remediation.”

In addition, retaking every failed class is critical to ensure that students reach the 24 total credits required for graduation, and not just the requirements by subject.

The following are the rules for retaking classes, or “remediation,” at Ogden.

1. Every failed course – both graduation requirements and electives – must be made up. Prior approval regarding all remediation courses must be secured from the Head of School. Students who fail courses should see their counselors **as soon as possible after failing a course** to start this process.
2. High school students can make up failed courses in one of the following environments:
  - a. Night school at a CPS high school (not Ogden)
  - b. Saturday school at a CPS high school (not Ogden). Only one semester-long course may be made up at a time in Saturday school.
  - c. Summer school at a CPS high school (which may or may not be Ogden, depending on how CPS allocates summer school programming). Only two semester-long courses may be made up during a single summer.
  - d. Online classes through a CPS-approved provider

The student must work with his / her counselor to identify which of these options is most appropriate and to get registered for the appropriate course.

3. If a student must make up more than two semesters of courses at the end of second semester, he / she must make up two of them using both sessions of summer school. **If and only if** the student passes both sessions of summer school, the student can request to make up remaining courses at Ogden during the school day the following school year. Such requests are subject to availability based on the master schedule and other requirements of the student’s schedule.
4. Courses must be made up in order of priority, with highest priority being four-year graduation requirements (English and Math).
5. When a student finishes making up a credit, it is her / his responsibility to acquire the official **transcript or grade report** and show it to her / his counselor. The counselor will make copies for the student’s files and to pass on to the Ogden grades coordinator, and the counselor will keep the original for the student’s records. Students should do this right away, because transcripts and grade reports sometimes get lost – and if the transcript gets lost at the school where the student took a course, she / he has lost proof that she / he has made up that course.
6. Students who do not make up their failed courses or fail so many that they are off track to graduate within four years will be counseled to transfer to another school as early as the second semester of sophomore year.

If you have any questions about this policy, please see your counselor or the Head of School.

## Examples

Following are a few examples to illustrate how the policy works.

1. You are a freshman. You failed World Studies first semester and did not make it up second semester. Then second semester you failed English and P.E. Because World Studies and English are graduation requirements, you prioritize them and should retake them at Ogden – except World Studies isn’t offered at Ogden over the summer. So, you must take English at Ogden and World Studies at another school

(selective enrollment if possible). For P.E., you can take it at another school during the summer, take it as an evening or Saturday class during the next school year, or the following summer as long as you have not failed other classes that take priority.

2. You are a sophomore. You failed four semesters during your freshman year and made up two of them over summer school. The following school year you make up each of the remaining two semesters. That same year, you do not fail another course. Therefore, at the end of sophomore year, you have completely caught up and are promoted to junior year on schedule.
3. You are a sophomore. You failed four semesters during your freshman year and made up two of them over summer school. Then sophomore year you failed four more semesters and didn't make up any courses at all. You are now three full credits behind for graduation. You will be counseled to transfer to another school where you are likely to be more successful. If you decide to continue at Ogden, a plan will be put in place that you must meet in order to stay. This plan will include both requirements and supports. If you don't hold up your end of the plan, a transfer will be arranged.

#### **What to do if you fail a class:**

1. The first step is to meet with the counselor right away; students should not wait for the counselor to find them. Students are encouraged to bring family members to this meeting.
2. Once signed up for remediation, the student should work very hard, attend the remediation class regularly, and pass the class, as well as all other classes. Students who run into difficulties with the increased course load should see their counselors right away.
3. Students who have exhausted their supports and still cannot pass their classes should see their counselors to discuss whether a transfer would be appropriate or feasible. It's possible that Ogden is not the right fit for you academically, and that with a transfer you can still graduate high school in 4 years and head off to college on schedule.

Note that Seniors must be on track to graduate in order to participate in senior activities including the Graduation Ceremony, Senior Prom, Senior Luncheon etc.

#### **A high school student is on track to graduate if she / he:**

- Has completed the service learning requirement.
- Is passing (or has passed) all graduation requirements and does not have more than one failing grade in a non-required course.
- Has successfully completed and passed all evening school/Saturday school or online credit recovery classes for credit deficiencies.
- Has no disciplinary issues including being on the Activities Ineligibility List for detentions.
- Has paid off all student fees and accumulated debts in order to buy tickets for senior activities.

#### **Student Intervention Plans**

If a student does not meet grade promotion requirements at the 5th, 10th, 15th, or 20th - week reporting periods, she / he will remain at her / his current grade level until all of the promotion requirements are completed. She / he will be reassigned to the proper grade-level immediately upon completing the necessary requirements. Grade-related privileges – such as senior prom, luncheon, and graduation – will be extended only

to students who have met the promotion requirements.

Mandatory interventions for students who do not meet promotion requirements and demonstrate danger of failure at reporting periods include but are not limited to the following:

- Ineligibility for sports, clubs, and other extracurricular activities for five consecutive weeks;
- Required summer, evening, weekend, and / or online courses;
- Suspension from athletic and other extra-curricular activities; and
- Psycho-social and / or case management services upon teacher, counselor, administrator, student, or family request.

Failure to abide by mandatory interventions will result in the same consequences as missing regularly scheduled classes including but not limited to detention, Saturday detention, in-school suspension, out of school suspension, and / or referral for expulsion. In addition, a student review may take place, which may lead to the student's transfer to better suited educational environments other than Ogden.

## **Systems of Support**

### **Food and Meal Services**

In general, students can only learn when they are well-nourished and not distracted by hunger. For that reason, all students at Ogden International School are entitled to free breakfast before school and lunch during their lunch periods. The policies and procedures below are designed to guarantee that students have access to the nutritional support they need to learn well and enjoy school.

### **Lunchroom Rules**

Middle and high school students must have ID displayed in order to enter the lunchroom. Students may not leave the lunchroom without an appropriate pass. In the lunchroom, students are expected to behave appropriately; in particular, they may not throw food or drinks. Students are responsible for cleaning their own table(s) at the conclusion of lunch.

### **Open Campus Lunch**

High school students following the requirements below may request privileges to leave campus during lunch. The complete and approved application must be on file in the attendance office before a student can leave campus during lunch. A list of eligible students will be maintained and kept up to date. Students who are not eligible will not be allowed to leave for lunch, even if they have not brought their own lunch.

### **Qualifying for Open Campus Lunch**

Students may qualify for open campus lunch by filling out the open campus lunch application found in the main office or online at [ogden.cps.edu](http://ogden.cps.edu). To qualify, students must be juniors or seniors, and may not have any grades below "C" for the previous five-week marking period. Students must also meet the school's behavioral expectations defined in the student handbook. Students on the Activities Ineligibility List are not eligible for open campus lunch.

To sustain open campus privileges, a student must not have more than three tardies to the first period of his /



her school day or to the period immediately following lunch. Students who cut classes will lose their open campus lunch privileges.

#### **Behavioral expectations for those with open campus lunch:**

- Students with open campus lunch must swipe out and leave after the tardy bell rings to begin the lunch period assigned.
- Students with open campus privileges must return and swipe in before the dismissal bell rings to end the lunch period assigned, and must arrive at the next class on time and ready to learn. Being late to the period after open campus lunch will be considered the same as being late to school. If a student is late, her / his open campus lunch will be taken away and may not be reinstated until after the next five-week academic report.
- Students with open campus privileges must go through any applicable security procedures upon their return. The security process is not an excuse for being tardy. Students must budget their time accordingly.
- To speed up the security process, students are advised to keep their bags and purses at school. Bags should be left in the student's locker – security staff members are not responsible for items left at the desk. Do not bring extra bags back to Ogden International.
- Students with open campus lunch must have IDs with them signifying their open campus status. Failure to wear this ID will make a student ineligible to leave. Replacement IDs may be purchased for \$5.00.
- Students represent Ogden International while off campus during lunch. Behaviors that violate school or city policies may result in the revocation of open campus privileges.

#### **Eating in spaces outside the lunchroom**

Students may bring in food from outside the building and eat it before classes begin in the morning provided they clean up. This privilege will be revoked if students fail to manage their litter or if this privilege results in other disruptions of the learning process (e.g. tardiness to class).

Because high school lunch periods are late in the day, Ogden International School will allow high school students (only) to eat in class on a trial basis to be reviewed periodically through the year. This privilege is subject to the following restrictions and qualifications.

- The food must be real food; it should not have the same name in every language (e.g. "Cheetos").
- The food may not be messy or distracting to other students. For example, it should not have a dripping sauce, a strong odor, or make a loud sound.
- The student must clean up after his / her snack.
- Under no circumstances may students eat near computers, in science labs, or in art classrooms. In general, students may not eat during PE.
- Teachers may impose additional reasonable restrictions on eating during particular times or activities. For example, a teacher might tell students not to eat during a test, or while engaging in an activity that requires physical movement.

Students who fail to adhere to the letter or spirit of the rules above may have their "snack privileges" taken away by the teacher. If problems are pervasive, the entire class's (or high school's) snack privileges may be revoked.

In order to ensure that all high school students can take advantage of this policy, the cafeteria has agreed to

provide access to fruit and other healthy snacks.

Because the kindergarten and 1<sup>st</sup> grade lunch period is early in the day, these classroom teachers designate time for an afternoon snack. Whole class snacks are generally donated by parents according to a schedule managed by classroom teachers.

### **Eating in Hallways**

Students may not eat or drink in the hallway during passing periods between classes or after school. The administration will allow West Campus students to eat and drink in the hallway before school begins on a trial basis provided that students do not create hazards or messes. East Campus students may eat and drink in the cafeteria before school begins.

### **Food Allergies & Nut-Free School**

Many Ogden students have food allergies, including severe and potentially life-threatening allergies to nuts (especially peanuts). Do not bring products made with tree nuts or peanuts to school. For more information visit our page here: <http://ogden.cps.edu/nut-free-school-policy.html>

### **Classroom Celebrations**

Under the healthy schools policy, food—even healthy alternatives such as carrot sticks—cannot be used as the basis for an award or celebration. Accordingly, students and families are not allowed to bring food for classroom celebrations, birthdays, etc. Students and families may bring alternative treats such as stickers or pencils. Another possible “treat” would be a gift for the classroom such as a book or a game.

There are two days per year—Halloween (October 31) and Valentine’s Day (February 14)—on which members of the school community are allowed to bring food (including candy) for celebrations. Please make sure that all food items are commercially produced and individually wrapped for easy and sanitary distribution. Homemade items or portions of a larger commercially-made item (like a cake) are not allowed. All items brought should be nut-free to avoid possible allergic reactions and contamination.

### **Water Bottles**

Students are allowed to bring water bottles to school, but because of the potential for damage from spills, the bottle may only contain water—not juice, energy drinks, flavor packets, etc.

### **Medications and Self-Medication**

In general, students should not medicate themselves in school. Students in the elementary (K-5) and middle (6-8) schools may not take medication (including Tylenol) without receiving prior approval from the administration.

Only those medications deemed necessary as determined by a physician are administered during school hours. Students who require medication during the school day must be approved for self-administration. Medication forms, to be completed by the physician and the parent, are available from the school nurse and the attendance office.

## **The Counseling and Case Management Department**

The counseling department provides social / emotional support, academic advising, community referrals, general informational assistance, as well as college counseling.

Counselors are often a good “first inquiry” person when a student, parent, or guardian has a question about the school (how to start a club, where to go for a fee waiver, how to change a course request, etc.) but doesn’t know who to ask. Students should feel welcome to ask the counselors any such questions.

Names and email addresses of our counselors can be found on our website: <http://ogden.cps.edu>

The West Campus counseling office is open Monday through Friday from 7:30 a.m. until 3:30 p.m. with both walk-ins and appointments welcome before and after school and during all lunch periods. Students can request appointments for other times in advance. Students should not drop by the counseling office during class time except in the case of an emergency.

Students cannot eat in the counseling office at any time, including lunch. However, students are welcome to come to the counseling office after eating lunch in the cafeteria. To do so, students should stop by the counseling office for a pass *before* their lunch periods.

## **Academic Difficulties**

It is common for students to stumble on a single assignment and recover on their own. But when students find that their difficulties last for more than one or two short assignments, the student and his or her families should act quickly before the student falls far behind. Students and families should communicate with the teacher about the best way to improve their understanding and make up lost ground, including specific study strategies and ways to get help on course material. When a student receives a semester (for high school students) or year-long (for grade school students) “F”, that grade is recorded on transcripts and has serious long-term consequences.

## **Special Education**

### **Philosophy**

Ogden International School’s goal is to provide diverse learners and students with special abilities the opportunities and tools to live successful adult lives. We are fully committed to teaching our students to advocate on their own behalf and to be as autonomous as each individual student is capable. Our program services a wide spectrum of student needs.

### **Diverse Learner Supports**

The DL program at Ogden provides individualized academic and social / emotional support for students with IEPs. Our Special Education staff are specialists who provide support to individual students in addition to serving as liaisons with General education teachers. Special Education and General education teachers collaborate extensively to modify classroom curriculum based on student needs. Additional support is provided through small group activities in resource settings.

One of the central goals of the Diverse Learner supports program is to teach the student to self-advocate. Diverse Learners carry regular college prep class loads, making it crucial for them to learn how to use their IEP to receive the assistance they need. We believe that the IEP should function as a tool to assist the student during their career at Ogden International. We strive to ensure that every student fully understands her / his IEP goals and related modifications and accommodations.

Our Special Education staff work to establish supports for students with IEPs in general education settings. These supports include consultation between the Special Education teacher and general education teacher. Special Education teachers work with general education teachers to make classroom and assignments more accessible to Diverse Learners. In our general education classrooms, we employ methods including differentiated instruction and co-teaching in order to provide inclusive, transparent supports.

### **OWLS Program**

The OWLS program at Ogden International focuses on providing our students with functional skills that will help them become independent adults. To accomplish this goal, we employ traditional classroom situations, inclusion into the General education classes and community-based instruction. Through the use of these techniques, we are able to provide our students with a meaningful individualized education that will help them seamlessly transition into life after high school.

All students in our OWLS program receive some instruction within a traditional self-contained classroom. This time is used to work with students in facilitating the acquisition of academic and functional skills. While in this setting, students typically work individually or in small groups on specific activities that relate directly to their Individualized Education Program goals. Instruction in self-contained settings is carried out when individual instructional goals deviate from specific General education curricula.

Community-based instruction is a valuable and integral part of the educational process, and allows the SPED department to teach functional skills in their natural environment. It is our belief that we are best serving our students by taking our students outside of the traditional school walls and using the community as a classroom. Community-based instruction does not equate to a field trip. While participating in community-based instruction students are working in small groups and addressing specific IEP goals.

Additionally, the SPED department has partnerships with a variety of organizations within the downtown area. We have worked with such organizations as Gallery 37, the University Center, Marriott Bridges, and local elementary schools. These partnerships allow our students to receive valuable occupational or recreational training in the local community.

### **Related Services**

Qualifying students at Ogden International School have access to a wide range of supports and services outside the traditional classroom. Social Work services and School Psychological services address issues related to Social Emotional Learning and related concerns. Ogden also works to provide Speech and Language Services, Nursing Services, Physical Therapy Services, Occupational Therapist Services, etc.

# **Discipline, Health, and Safety**

## **Discipline Philosophy**

The Ogden International School seeks to develop students' sense of responsibility and accountability for their actions. Students need to understand that rights are matched with responsibilities: one student's right to "a free and appropriate public school education" is matched with the responsibility to avoid interfering with other students' ability to learn. The adults in each student's life should resist the urge to "bail out" students from receiving disciplinary consequences for misbehavior. The consequences employed by Ogden International School are designed to be fair and reasonable, and to ensure students' safety, the smooth operation of the school and a strong sense of respect and care for others in the school community.

Ogden International School's discipline policy has three components: restorative justice, the student code of conduct, and Ogden's own honor code.

## **Restorative Justice**

Restorative justice seeks to repair broken relationships caused by misbehavior and restore, as much as possible, the situation to the way it would have been had the offense not been committed. Restorative justice processes seek to involve broad participation from a range of those involved (either directly or indirectly) in an offense. Restorative processes include seemingly distant or remote individuals and enable nearly all parties to voice their perspective and experiences. In doing so, individuals often come to mutual understandings between all who were impacted by a conflict.

The following is a very brief (and non-exhaustive) overview of some of the most common processes used.

### **(Peacemaking) Circles**

Circles are facilitated dialogues operating on principles of respect, equality, and consensus-based decision-making. Circles can be held proactively to discuss upcoming decisions and to receive participant input, or they can occur as an intervention to deal with a wrongdoing that has been committed. Circles involve a combination of the victim, offender, other affected parties, and other community representatives. Although peacemaking circles are commonly used in conflict situations, the principles of the circle can be replicated in any setting as a means of ensuring more equitable and non-hierarchical dialogue.

### **Victim-Offender Mediation**

Staff facilitates a conference between the offender and the student(s) who were hurt by the offender's conduct to clarify issues, identify sources of conflict, and provide opportunities for genuine, long-term resolution.

### **Community and Family Group Conferencing**

This type of process brings together family, friends, and community members of both the victim and offender, and uses a professional facilitator to discuss the consequences of an offense and identify an outcome satisfactory to all parties. The difference between conferencing and mediation is that, in conferencing, a broad array of stakeholders is used in this process as a means of ensuring the offender is held accountable for the offense and helping ensure long-term cooperation and follow-up.

## Chicago Public Schools Student Code of Conduct

A general framework for discipline is provided by the Chicago Public Schools Board of Education in the form of the Student Code of Conduct (SCC). Each student receives a copy of the Chicago Public Schools Student Code of Conduct. Please refer to <http://policy.cps.k12.il.us> for more information.

All rules / guidelines in the SCC are applicable at Ogden International School. The SCC also applies to all before / after school functions or any event where the student represents the school, for example, at field trips or on international trips. Students may also be subject to discipline for acts of misconduct which occur off campus that impact the educational process, for example, using computers outside of school to help students cheat on a test, or to cyber-bully a student. In general, students should know that even off campus, they represent the school and should behave in an exemplary manner.

Students who do not display appropriate self-discipline require the school to exert external controls and, if necessary, to impose disciplinary actions. Students who have repeated violations in groups 4, 5, or 6 of the SCC may be ineligible for participation in school sponsored activities.

## Honor Code and Academic Honesty

The faculty and staff of The Ogden International School of Chicago expect the highest standards of honesty, ethical behavior, responsibility, and self-discipline from all students. To promote these values, to protect everyone's right to a fair education, to maintain the integrity of the Ogden academic program, and to specify behaviors contrary to these standards, Ogden International School has established the Academic Code of Conduct described below.

### Honor Code

An Ogden International student does not lie, cheat, or steal, or tolerate the behavior of those who do.

### Academic Dishonesty

Academic dishonesty takes many forms. The discussion below is an attempt to ensure that students understand the underlying rules and principles. No list of rules can cover every possible situation; particularly in cases of academic honesty. Students are expected to adhere to the spirit, not just the letter, of the rules below.

#### Cheating (CPS Student Code of Conduct 3-8)

Behaviors that are considered cheating include, but are not limited to, the following: (Note: "tests" or "testing" includes tests, exams, quizzes, or any other form of teacher assessment of student work.)

- Looking at or copying from another student's paper or allowing another student to look at or copy from one's paper during testing.
- Using any kind of written, mechanical, electronic, or other unauthorized aids in cheating.
- Copying work (homework or class work) assigned to be done independently, or letting others copy one's work.
- Providing others with test information, or receiving test information from someone else.
- Plagiarism (see below)

Consequences depend on the number of offenses committed and their severity.

- First Offense: Zero on the activity or assignment, notify parent, referral to administration.
- Second and Subsequent Offenses in a course: Failing grade for the current grade period; notify parent, referral to administration; possible suspension out of school for up to 5 days.
- Severe, blatant, or repeated incidents of cheating can lead to further academic consequences (including an automatic F in the course) and further disciplinary action, including possible suspension from school for up to ten days and ineligibility for school activities (dances, extra-curricular activities, prom, etc.).

#### Plagiarism (CPS Student Code of Conduct 3-8)

Plagiarism is defined as misrepresenting the work of others as one's own. For example, plagiarism includes copying from writings, research, ideas, opinions, experimental data, and creative works. When a student wishes to make use of such materials—by quoting, paraphrasing, or using the ideas from them—the student must give full credit to that source. Credit can be given by means of a reference or attribution in the body of the text or speech, according to instructions provided by the teacher. The following guidelines should be used in complying with this code:

- All quotations of exact words must be enclosed in quotation marks, and the exact source from which they are copied must be indicated.
- The source of all summaries or paraphrases must be acknowledged.
- The sources of factual material beyond common knowledge must be indicated.
- Any assistance given to the student writer through books, films, lectures, internet sources, computer programs, or direct interviews should be properly and clearly credited.
- Students should assume that all written assignments are to be completed independently unless the teacher's instructions explicitly permit collaboration.

The consequences for incidents of plagiarism are the same as those for other forms of academic cheating (see above).

#### Unauthorized Possession of School Materials (CPS Student Code of Conduct 4-9)

The theft, possession, or unauthorized use of the following school materials, are serious violations of the Academic Code of Conduct:

- Exams, tests, quizzes, scoring rubrics, answer keys, or any other materials utilized by teachers or other staff to assess student performance.
- Standardized Tests (ACT, SAT, PSAT, Advanced Placement, etc.)
- Computer access codes or login information of other students, teachers, or staff.
- Student records (including grades) or other teacher records, both print and computer-based, without authorization.

Consequences depend on the number of offenses committed and their severity.

- First Offense: Zero on the activity, parent notification, referral to administration, possible suspension out of school up to 5 days.
- Second and Subsequent Offenses in a course: Failing grade for the current grade period; notify parent, referral to administration; suspension out of school for 5 days.
- In cases involving national tests (SAT, ACT, etc.), students should expect that the testing agency will be

notified and that it may take independent legal action against the student.

### **Understanding Academic Honesty**

To ensure that students understand academic honesty and what actions constitute academic dishonesty, a copy of the code will be distributed to all parents as part of the fall registration packet. Each student will also be given a copy of the code in the Advisory period meeting of the school year, and the code will be discussed at that time. Each student will sign and return the statement printed on the first page of the handbook that states that they have reviewed and have an understanding of all the information in the student handbook, which includes the Academic Code of Conduct and Honor Code. This signed statement will be collected in the Advisory meeting period and then kept on file in the administrative office.

In order to prevent misunderstandings, at the beginning of each course the teacher will clarify what constitutes a violation of the Academic Code of Conduct in her / his class. Teachers will communicate to students how this policy affects their specific class assignments. Each student will receive a written course outline or syllabus that includes an explanation of the following items.

- The extent to which collaboration or group participation is permissible in preparing papers, lab reports, notebooks, reports of any kind, tests, quizzes, homework, or any other work assigned by the teacher.
- The extent to which the use of study aids, books, data, computer programs, or other information or materials is permissible to fulfill course requirements.

### **Referral of Incidents of Academic Dishonesty**

Students who are aware of incidents of academic dishonesty have a responsibility to report such incidents to a teacher or administrator. Confidentiality and anonymity will be protected.

## **Disciplinary Consequences**

### **2016-2017 Disciplinary Action Levels and Consequences**

In an effort to teach to high standards of behavioral excellence, Ogden International makes a clear connection between behavior and participation in extracurricular activities. In addition to following school rules, students must follow the instructions of all faculty, staff, and volunteers in the building at all times. Violations of rules or those instructions will result in a combination of restorative justice and/or disciplinary consequences.

The consequences assigned to many common infractions are listed in the table below. Note that the table identifies actions on the part of parents / guardians, students, and the school that should be taken in discipline cases. Families should review this table carefully to help set the student up for success in meeting the school's standards of behavior.

Although most consequences are assigned as indicated below, any consequence may be adjusted at any time at the discretion of the school administration based on the particulars of each individual incident. Any questions regarding these policies should be directed to the Head of School.



<b>Student Behavior</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>
Forgery of passes, notes or documents	In-School Suspension	Discretion of the Head of School	
Tardy to Class	Detention & possible sweep (missed class)	Detention or, for repeated and flagrant cases, further discipline at the discretion of the Head of School	
Skip / Cut Class or School	Parent-Administrator conference and other consequence up to In-School Suspension	Discretion of the Head of School - May result in In-School Suspension or Out-of-School Suspension	
<b>ACTIVATION OR USE</b> of Cell Phones or electronics	Confiscation	Confiscation, Parent Conference May result in In-School Suspension or Out-of-School Suspension	Confiscation, Parent Conference, May result in ISS* or OSS** and loss of privilege.
<b>DISPLAY</b> of Cell Phones or Electronic Devices	Confiscation and/or Warning	Confiscation Parent Conference, Discretion of the Head of School. May result in In-School Suspension or Out-of-School Suspension	Confiscation Parent Conference, Discretion of the Head of School – May result in In-School Suspension or Out-of-School Suspension
Misuse of Internet / Computers (See student Acceptable Use Policy)	Loss of technology privileges for a period of time at the discretion of the Head of School.		
Disrupting Class	Consequence at teacher's discretion, up to and including detention		
In halls during class periods w/o appropriate pass	Detention & student is directed to return to scheduled location		
Public Display of affection beyond a quick greeting	1 Detention & students are separated. If behavior continues then parents will be notified and further actions may be taken.		
Violation of Dress Code	Student has to change into more appropriate clothing (from the Head of School's Office). Multiple offenses will be at the discretion of the Head of School.		
Use of Inappropriate / Offensive Language	1 Detention	Discretion of the Head of School	
Food / Drink in hallways between classes (clear, flavorless water is allowed)	1 Detention & immediate disposal of item(s) as well as any & all other disarray caused by students' negligence. The student may also be assigned lunchroom clean up duty for a period of time. Repeated offenses will be at the discretion of The Head of School.		
Littering or Failure to clean up after self at lunch, classrooms, and in hallways	1 Detention & immediate disposal of item(s) as well as any & all other disarray caused by students' negligence. The student may also be assigned lunchroom clean up duty for a period of time. Repeated offenses will be at the discretion of The Head of School.		

### Detention Policies

Middle and high school detentions will be served after school from 3:30 until 4:15 pm. Each 45-minute period served will fulfill one assigned detention. To serve a detention, students must arrive on time, and spend the period awake, alert, silent, and focused on school work or independent reading or writing. Students may not talk, pass notes, use sign language or communicate in any other way with other students. Students may not eat, drink, or chew gum. Students may not use electronic devices, even for the purposes of completing school work.

Students who violate these policies will be dismissed from detention without receiving any credit (full or partial) for the detention. Additionally, students who use electronic devices without permission will be subject to further consequences.

**Denial of Privileges, Services, and / or Participation in School Sponsored Activities:**

If a student engages in a behavior that takes away from the school community, it is only natural that the student be denied some of the privileges of being in the school community until reciprocity is made. For example, a student cannot expect to be excused for a field trip, athletic event, or any school sponsored activity including but not limited to dances, junior / senior prom, senior activities, performances, clubs, etc. if she / he has cut class.

If a student fails to turn in important forms and fees, it is natural that the student’s program and other privileges be denied until the student does her / his part to provide essential information and the fees that pay for the services that provide benefits to students.

If a student is on the AIL at the deadline of ticket sales for an event, she / he cannot attend as she / he should not purchase a ticket and will be denied a ticket as long as the selling party has been appropriately informed. If a student is on the AIL at the time that permission forms are due for the trip, she / he cannot attend. The student on the AIL should know NOT to purchase or submit a permission form.

***Students who plan to participate in a trip or an activity must take responsibility for meeting both behavior and academic expectations right up to the start of the trip or event.*** Students who arrive on the AIL, who are vetoed for attendance by any teacher for academic reasons, or who have a current ‘F’ in a class at any time leading up to the event / field trip will be denied participation and no refunds will be given for any monies submitted.

It is the responsibility of each student to track her / his own detention(s) as well as other discipline issues. Detention lists will be sent to each teacher on a weekly basis throughout the school year. First period teachers will share this information with the individual student in their classes if the student is on the list. In addition, teachers will be sent a list with the detention count of each student. Students should check with their teachers or the discipline office on a weekly basis or check in with the discipline office.

Students with multiple unserved detentions will be subject to increased consequences. What determines if a student’s situation merits increased attention is the pending detention count, defined as the number of detentions assigned since the beginning of the year minus the number served. For example, if a student has been assigned six detentions since the beginning of the year but has served four of them, the student has a pending detention count of two.

Action Level	Action Taken / Consequence
<b>Five or more pending detentions</b>	<b>Student is placed on the AIL.</b> At this level, the student is not allowed to participate in any activities (i.e. any social activities including, but not limited to, dances, sports activities, club activities, fine arts performances, field trips, senior activities including prom, luncheon, or graduation ceremony)
<b>Ten pending detentions</b>	Parent / Student Conference with Head of School/ designee (on the phone or in person). The student will be given a window of two weeks to serve all pending detentions. If students do not serve their detentions to within the time frame, students will be subject to in-school suspension. Student remains on AIL until the student has served <u>all</u> detentions.

<b>Frequent / Continuous AIL Status</b>	Consequences may include In-School Suspension and eventually, Out of School Suspension. If the student is frequently on the AIL or maintains AIL status for an extended period of time, a Student Review Hearing with the Administration and parents / guardians will take place to discuss the student's status and whether Ogden International is the optimal educational placement for the student.
---	--

### Activities Ineligibility List (AIL)

Students on the Activities Ineligibility List (AIL) may not participate in or attend any school functions, field trips or athletic contests, including practice, etc. during the week a student is on the AIL. Exemptions will only be given for a limited number of mandatory band or vocal music activities.

The AIL will be available for teachers and students every Thursday for Monday's reference. If a student is on this list on Monday, they will remain on the list until the following Sunday, because the list is created, revised and posted once a week (on Thursdays for the following week).

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

For example, in the month shown at left, suppose that a student has five pending detentions on Wednesday the 3<sup>rd</sup>. If she/he serves one detention on Wednesday the 3<sup>rd</sup>, then on Thursday, she/he will not be placed on the AIL. However, if the student does not serve the detention on Wednesday, she / he will be placed on the AIL on the 4<sup>th</sup> and will remain on the AIL until at least the 14<sup>th</sup>. Even if the student serves one detention on the 5<sup>th</sup> and one on the 8<sup>th</sup>, the student will remain on the AIL until it is recomputed (on the 11<sup>th</sup>) and goes into effect (on the 15<sup>th</sup>).

### In-School Suspension (ISS)

West Campus In-School Suspensions are assigned by the Head of School and are served by students the following day (in some cases, starting that same day). Students will serve in-school suspensions next to the security desk for the entire school day (8:00 AM until 3:15 PM). Students should arrive at school early because they must be at the security desk with all materials needed for the day by 8:00 a.m.

In-School Suspensions are subject to the rules below.

- Each student is to have a complete day's -worth of assignments. All materials must be brought to the security desk by 8:00 a.m. including paper, pen, books and reference materials.
- Students must remain in the assigned location at all times and must stay seated in the study carrel or other assigned space.
- The facilitator will escort the student to the washroom and lunch will be brought to the student.
- Absolutely no unauthorized interaction is allowed between students.
- No gum chewing or unauthorized eating is allowed.
- A student who is absent will reschedule the suspension upon returning to the school.
- A student who is disruptive or non-compliant in the room will be subject to additional disciplinary action.
- A student who fails to report to ISS will be assigned an Out of School Suspension.

### **Out of School Suspension (OSS)**

In cases of out of school suspension (OSS), students are remanded to the custody of their parents. Students are not permitted in the building. If students appear on school grounds on an OSS day, they may be subject to criminal trespassing charges. Students may not participate in any school function that takes place during the period of suspension, including those on and off campus, and including prom and graduation. It is the student's responsibility to get all course work from the day(s) of OSS. An OSS is counted as an excused day of absence

### **Confiscated Devices**

If a device is confiscated, it will only be returned to a parent or guardian who comes to the office to retrieve it, either that day or the following day. Employees of Ogden International are not responsible for lost or stolen confiscated devices. To maintain the security of your devices, the best practice is to keep it on your person at all times, locked in a locker, or at home. Students can use office phones to contact families and do not need cell phones.

### **Referrals to the Head of School or Principal**

A referral to the Head of School or Principal is the last resort after the teacher has exhausted all other preventive or corrective measures. The seriousness of a referral to the Head of School or Principal speaks for itself, and the case will be dealt with rapidly, firmly, and fairly. The following procedure will be used:

1. A referral will be made to the Head of School or Principal with serious acts of misbehavior resulting in the student being immediately brought to the Head of School.
2. The Head of School or Principal will have a conference with the student. At this time the appropriate disciplinary action will be determined according to the guidelines in the Student Code of Conduct.
3. *Students who repeat similar behaviors will be issued more severe consequences.*

All decisions regarding discipline reside with the designated Head of School or Principal.

### **Appeals**

A discipline decision can only be appealed within two (2) days of the assigned consequence, following the procedure below:

1. First, the student or parent must meet with the teacher or staff member who made the original decision.
2. If the student or parent is still dissatisfied, he/she can send an email to the Head of School that includes the date of the incident, the consequence assigned by the assigning staff member and a clear paragraph about why he/she is appealing the decision. This appeal email should also include the student's full name and ID number. In general, responses will be sent to the email address used to send the appeal.
3. If the student is dissatisfied by the Head of School's response, he/she can appeal the decision to the Principal by emailing all previous correspondence and the Head of School response email all in ONE email to the Principal. The appeal to the Principal must take place within two (2) days of receiving a response from the Head of School.

Note that if a consequence is to be served before an appeal can be written or responded to, the student must serve that consequence.

Students and parents are asked to avoid appealing discipline decisions except under very rare circumstances.

## **Other rules and policies**

### **Identification Badges**

High School students must have their Identification Badges (ID) cards at all times. The card must be presented to an Ogden International staff member upon request. No altering of the ID card is allowed. Stickers, pictures, pins, writing etc. may not be placed on the ID. Only the picture taken at school may be displayed. If a student steals an ID, uses another student's ID card, forges an ID card, or uses a temporary ID on a day other than the day it was issued, she / he will earn an in-school suspension on the first offense. Any further violations of proper use of an ID will result in further disciplinary action at the discretion of the Head of School.

### **Uniform Dress Code**

In an effort to maintain a safe and academic focus, we ask that students attending Ogden International School adhere to the following guidelines.

Please do not wear clothing or display emblems or accessories that:

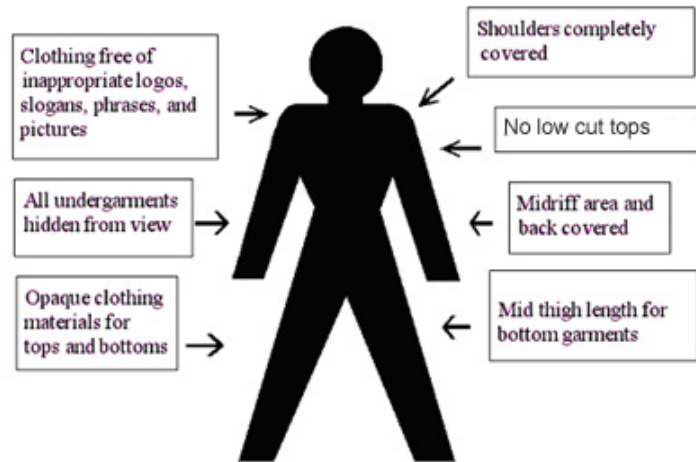
- Demean/degrade individuals or groups of people;
- Promote violence or illegal activity (e.g., weapons; alcohol, tobacco, and other drug use);
- Exhibit sexual innuendoes, blatant sexual messages, vulgarity, and/or profanity;
- Are determined to be affiliated with gangs, including bandanas, and otherwise determined by local law enforcement.

In addition:

- Shoes or sandals must be worn at all times;
- Undergarments (and clothing worn as undergarments) must be covered by outerwear;
- Clothing should cover the students' back, shoulders, chest, and midriff;
- Skirts and shorts should be mid-thigh length or longer.
- Hats and other headgear shall not to be worn while inside the school building unless there are specific instructional, safety, religious or medical reasons for the student doing so.

The Ogden International administration and staff appreciate the cooperation of students and parents in reviewing the students' dress to meet established guidelines. If a student's dress or appearance constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work or otherwise violates this dress code, the principal or the principal's designee may require the student to change his / her dress or appearance. A second or repeated violation of this policy may result in disciplinary action in accordance with school policy and procedures.

For your reference: THE ZONE



Failure to abide by the dress code will result in the student having to report to the Dean of Students' Office to acquire appropriate clothes for use that day. Students will be offered the following options before they are allowed to return to class:

- Students may change into an appropriate article of clothing that they own.
- Students may borrow an appropriate article of clothing from another student.
- Students may purchase an item from the "Ogden Wear" collection.

Students will earn one detention on the first infraction.

### Public Displays of Affection

Displaying romantic affection in public may make other students feel uncomfortable or disrupt the environment. A quick hug and pat on the back is appropriate. Kissing, extended embraces, sitting on other's laps, and fondling / groping are not. If a student cannot figure out for herself / himself appropriate boundaries around physical affection, an Ogden International staff member has the discretion to define an act as inappropriate.

### Valuables

Students are discouraged from bringing valuable items and / or large sums of money to school. Lost or stolen items should be reported immediately to the adult in charge, to the nearest security person, or to a member of the Head of School.

### Respect for Property / Textbooks

All persons in public schools must be good stewards of public resources. Ogden International students must respect the facility and the property of others. The school loans textbooks to students, with the understanding that they take full responsibility for the texts' safekeeping so that others may use them. Students must pay debts and fines for lost or damaged textbooks. Textbooks have unique identifiers and a student only gets credit for returning the texts assigned specifically to her / him. If a textbook is returned without a barcode label, full replacement value of the textbook will be issued.

### In Hallways / Unauthorized Areas at Unauthorized Times

Students must be in their scheduled locations throughout the day. Students should not be in a hallway during

class periods without an appropriate Hall Pass. Students should not be in unauthorized areas between classes.

### **Vandalism**

Marking on or vandalizing the property of others is a crime. Persons who engage in writing on any space without permission are committing criminal acts, even if the writing is artistic. Anyone defacing school property, including furniture, walls, books, lockers, other students' creative projects, etc. will be automatically suspended and will be required to pay for the clean-up and restoration of the defaced property.

Students are not allowed to have in their possession any device or tool commonly associated with defacing property in any way (e.g. graffiti). These materials include, but are not limited to, magic markers, white-out, spray paint, shoe polish, etching tools or daubers except under the direct supervision of an art teacher, and in class. Consequences for violating these rules include possible expulsion and mandatory restitution.

### **Electronic Devices / Cellular Phones / Smart Phones at School**

Electronic devices and Cellular phones can easily become a distraction to learning and appropriate social norms. They have limited use within the regular learning environment of the school. However, because of the unique circumstances (i.e. long trip to school) of many of our students and per CPS policy, we will allow cell phones so long as the following rules are followed:

Students **are allowed** to use their cell phones throughout the school **in the morning** but they must be turned off and put away (invisible and inaudible) by the 8:00 / 8:30 am starting bell. Students **are also allowed** to use their cell phones throughout the school **after school** but not until after the dismissal bell. Students needing to use the phone FOR AN EMERGENCY during the school day should go to the main office.

If a staff member or adult hears any noise (including a vibration) coming from a concealed location, the student will be required to reveal the source of the noise. Disciplinary actions will be taken according to the table in the preceding sections. In general, students should expect to have the phone confiscated and returned only to a parent / guardian.

For the sake of clarity, "using" a device includes the following: looking at your device to check the time, text messages, missed calls, etc. or using your device to communicate in any way. It is the discretion of the adult to determine if a student is in possession of or is using a cell phone or electronic device. For the purposes of this policy, "just looking at" a phone counts as using it.

Teachers can grant special permission for students to use electronic devices for academic reasons during a precise and specified period of time and place, but during that time and place the student should not be using the device for any non-academic activity.

### **Elevator Use**

Students are not allowed to ride the elevator at any time, including before school and after school, unless given permission, in writing, from a faculty or staff member, or given an elevator pass. Students will receive one detention on the first violation. East Campus students given permission to use the elevator must do so with an adult.

### **School-Sponsored Activities**

School-sponsored activities range from field trips to dances to overnight international trips. During school activities, all school rules apply, whether the trip is on or off campus.



### **Notification of Sponsored Activities**

When an authorized activity, trip, etc. is sponsored by the school, students will be given a permission slip for parents to sign and return to the school. Ogden International School does not have any connection with, nor assumes any responsibility for, any non-school sponsored class trips, after-prom events, picnics, activities, etc.

### **Ogden Dance Guest Procedures**

Ogden students who would like to bring non-Ogden guests to Ogden dances must have permission before purchasing a guest ticket. Each Ogden student may bring one non-Ogden guest. Please note that the bottom portion of the guest form must be completed by the guest's school and must have a school seal/stamp/business card to be accepted. It is the Ogden student's responsibility to make sure that the form is completed correctly before purchasing a guest ticket.

### **Searches of Students and Lockers**

Given probable cause, lockers will be searched by school authority. Students who are found to have illegal items in their lockers will be subject to disciplinary consequences and may be subject to arrest by the police authorities as well. Security can also implement random searches (every third student in line, for example) in order to maintain security.

### **Anti-Hazing/Anti-Bullying Policy**

Full inclusion of all people is a core value of the Ogden International School. Ogden International strictly forbids any form of hazing or bullying (physical, verbal, and / or mental) against any student. This policy applies to the entire Ogden International student body, clubs, organizations and teams, and to behaviors either on or off campus, including the use of computers or social media to threaten, embarrass, or otherwise abuse other students. Please note that this policy applies to off-campus bullying that occurs over digital media (email, Facebook, multiplayer games, etc.).

Ogden International adheres to the CPS anti-bullying policy ( [www.cps.edu/Pages/StudentCodeofConduct.aspx](http://www.cps.edu/Pages/StudentCodeofConduct.aspx) ). Violators are subject to disciplinary action under The Uniform Discipline Code: Group 5-4 (use of intimidation, coercion or force). Disciplinary action may include suspension (6-10 days), disciplinary reassignment, police notification, and / or expulsion. In addition, any team or organization member engaging in hazing will be removed from said team or organization.

### **Recess, Physical Activity, Health, Food & Wellness**

Ogden follows the CPS Local School Wellness Policy, including Nutritional education, physical activity, and physical education. The entire policy can be read here: <http://policy.cps.edu/download.aspx?ID=81>

To clarify a common misunderstanding and grievance, students should not lose recess as a punishment. However, if a child is acting inappropriately at recess, especially if it leads to safety issues, the child might be required to take a time-out. Additionally, the Student Code of Conduct applies during recess.

Students are encouraged to move away from students acting inappropriately during recess, and inform a recess monitor or other adult when there is inappropriate behavior during recess.

Parents will be informed of serious injuries during recess. Minor bruises and cuts caused by accident, and not associated with inappropriate behavior, might not be cause to inform parents, especially in grades 2 and up. We encourage parents to bring all safety concerns to the Head of School or the principal.



# Attendance

## **State Mandated Attendance Policy**

Illinois Senate Bill 1840 (Public Act 85-1418) effective June 1, 1989 mandates that students must attend school for 300 minutes. (This time cannot include lunch.) Students must attend 300 minutes or more to receive credit for a full day of attendance. Students attending less than 150 minutes are recorded as zero attendance for the day.

CPS and State guidelines mandate that a student receives ½ day of attendance each day that she / he cuts a class. These absences are counted as truant days and they become part of the student's Permanent School Record. This information is sent to colleges and scholarships whenever a transcript is requested.

Parents can help increase attendance / state aid by scheduling doctors' appointments, etc. for their children during non-school hours. In addition, parents should talk to their youngsters about the importance of attending all of their classes.

## **The Importance of Attendance**

All students are expected to attend school and to be on time every day, every period. Absences, tardies / lates, and cuts from school or from class are the greatest causes for poor achievement in school. The basic responsibility for the regular attendance of the student lies with the student and the parent. In addition, the State Compulsory Attendance Law specifically states that the parent is obligated to see that the student is attending school. The School Code of Illinois, Section 26-1 states:

"Whoever has custody of any child between the ages of 7 and 16 years shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term."

"Regular attendance builds and indicates growth in self-discipline, responsibility, and maturity; most importantly, it helps students keep up with the daily learning exercises that will later be examined for course credit, graduation, and college entrance."

## **Swipe In / ID Cards**

At West Campus upon arrival to school, all students must swipe in each day at the front entrance. If a student does not have her / his ID, the student must report to the Attendance Office or security desk to obtain a temporary ID for the day. The temporary ID will cost \$1.00. Students must keep track of these charges as they will be automatically applied to the student's account. After receiving 5 consecutive temporary ID's, the student must report to the Attendance Office for a new ID. There is a \$5.00 fee to replace an ID card that is lost, stolen, or damaged. If an ID card is unreadable at the student entrance terminal, the student must report to the Attendance Office.

## **Recognition for Perfect Attendance**

Students with one year of perfect attendance will receive an individual award. Seniors who have had perfect attendance for all four years of high school will receive a reimbursement of half of their graduation fee, upon request.

## Excused Absences (Valid Absences)

A parent can submit an absence excuse here: <http://ogden.cps.edu/absence-request-forms.html>

Otherwise, a parent must call the Attendance Office before 8:30 a.m. for East Campus and 9:00 for West campus, on the day of absence identifying themselves and giving their child's name, Advisory or homeroom number, date(s) of absence and the reason for the absence. Calls may be placed the night before the absence. Students may only be excused for personal illness, family emergency or a religious holiday. Students planning a college visit must prearrange it with the Attendance Office after seeing their college counselor. When a student is absent three or more consecutive days, the parent should also contact the student's teachers for assignments. Whenever possible, doctor's statements should be placed on file with the Attendance Office.

Students participating in any practice session (including but not limited to play practice, choir / band practice and athletic practice), competition, performance, and club activities must be in attendance on that school day. Any students reporting to school late must report to the Attendance Office so that their attendance at school can be acknowledged. Also, students must be in attendance on the given date to participate in a field trip or after school event. Students who receive an early dismissal are no longer in attendance on that day.

*When a child is home sick, we suggest that parents call or email notification to the appropriate Head of School to avoid getting an automatic phone call later that day. However, in order for an absence to be excused, the student must present a note to the Attendance Office documenting the absence immediately upon return. Absences not verified by a note and a call are considered unexcused or truant.*

*Students cannot be absent and be in the building unless they have a pass from the Attendance Office personnel to take care of school related business, i.e. turning in an assignment.*

## Prearranged Absences

Permission must be requested by phone and in writing by parent / guardian five days in advance. Extended absences for any reason may result in academic failure. For this reason, careful consideration of alternatives should be made before making this request. It is the student's (and parents' / guardians', for younger students) responsibility to arrange for completion of all work with her / his teachers for the duration of the absence.

## Religious Holidays

When parents call to report an absence, the reason must be stated that it is for a religious holiday. This day is counted against attendance as an excused absence. If we are not notified of a religious holiday in advance, the day is counted as an unexcused absence.

## Excused Class Absences

Students who are to be excused for one or more classes to participate in any activity (field trip, dance, assembly, etc.) must secure the permission of the teacher of the class to be missed **24 hours prior** to the event. Official forms or tickets of admission must be signed by the classroom teacher and, usually, the parent. A teacher may refuse to allow a student to be absent from a particular class. This would usually be the case when a student is not doing well in a particular class. Students must present written parental permission to participate in a field trip. If the student does not receive the teacher's written excusal prior to missing the class, the absence will be considered a "cut" and processed as such. A student cannot be absent and participate in a field trip.

## **Unexcused Absences (Truancy)**

As of January 1996 the Chicago Public Schools report any absence not verified by the parent as a **truant** day. A student who is absent without a valid reason and parental permission or permission of school officials is defined as being truant, and the absence is an unexcused absence. Teachers are not required to give make up work for unexcused absences. Cases of truancy are considered police cases as they involve breaking laws of the state. Cases of truancy may involve parents being called to school for a conference and / or the student's suspension.

## **Early Dismissal**

If a family requests an early dismissal for a student, the student must be picked up by a parent / guardian. The student must report to the main office. Parents are not allowed to remove students directly from the classroom, hallway, or other area. Early dismissals can only be issued if an emergency has occurred. To maximize a student's academic potential, all medical and dental appointments are to be scheduled after school hours. To minimize disruption at the end of the school day, no early dismissals will be issued less than 30 minutes before the end of the school day (3:00 East Campus/2:45 West Campus).

## **Leaving School without Permission-Skipping / Cutting School**

Leaving the building without permission is a serious offense. It creates a serious safety hazard and is considered truancy and a flagrant violation of school rules and regulations. Students who leave school without permission will serve an In-School Suspension on the first offense and repeated offenses will result in more severe consequences. Note that any student who is found calling in and pretending to be a parent or adult to excuse a student's absence will also be suspended.

## **School Activities / Non Attendance at School**

If a student is absent from school, he / she cannot attend any school events that day. If a student is too sick to attend school, then she / he is too sick to attend the after school event. So a student who misses one or more periods of school (for an early dismissal, or by tardiness) cannot participate in any after school practices (for sports, drama, orchestra, etc.), competitions, performances, or club meetings or activities.

## **Homebound Instruction Program**

Students whose health requires that they miss school frequently or for extended periods may be eligible to receive instruction at home. Homebound tutoring must be requested by a physician. Forms are available in the Attendance Office. Students who believe they are (or may be) in this situation should see their counselor as soon as possible.

## **Additional Information for Families**

### **Volunteering**

Your involvement with your child's education is crucial to your child's success in school. We need your help and support if we are to successfully educate your child. Parent and community volunteers are always needed to

chaperone field trips, serve as room representative, assist with assemblies, help at lunch and recess, and help with PTA activities.

### **Volunteer Opportunities**

Regular Parent Volunteers will fulfill one of three basic roles: Room Parent, Grade-Level Parent, and Office Assistant. Additionally, we rely on parents to help chaperone field trips. We ask all parents who are interested in volunteering visit our website: <http://ogden.cps.edu>

According to the CPS Volunteer Policy, all adults who volunteer at the school and are in direct contact with students more than five hours a week are required to apply for approval and background check, using the CPS Volunteer Enrollment Form, located here: <http://www.cps.edu/FACE/Pages/VolunteerPrograms.aspx>.

### **Volunteers and Privacy**

All information heard or seen while in the classroom is to remain in the classroom. Please do not share students' information with other parents or families. If you are not sure, please ask the teacher.

Families may choose to share their own student's picture or likeness, however not all families have agreed. Please respect students' media privacy and do not post photos, videos, or likenesses of students without express permission from families.

### **Respect for Teachers and Classrooms**

Each teacher has his / her own teaching style that they bring to the classroom to encourage and foster learning. Teacher evaluation is left to professional administrators with extensive training to be fair and meaningful. We also ask parents to model classroom rules by keeping phones away (invisible and inaudible) and following other classroom rules for students and staff.

### **Parent / Teacher Email Communication**

At Ogden, email communication between parents and teachers is very welcome. Please note that teachers are expected to be present and engaged with students during the school day and as such, will not check email regularly throughout the day. We also respect our teachers' pursuit of work/life balance, as well as their demanding workload. As such, you can expect an email response within 48 hours but this may mean that late-night and weekend emails will not receive an immediate response. Please refrain from emailing teachers and expecting an immediate response. If there is an emergency, parents can always contact the office, the Head of School, or the Principal.

### **Pickup and After-School**

The only adults that can pick-up a student are those listed on the emergency form. When an alternative adult needs to pick-up a child, the office needs to be notified no later than 10:00 AM of that school day.

Parents should contact the office no later than 10:00 AM if their child is not going to an after-school program or being picked up by another parent or adult. The office will then notify the teacher in the classroom. Parents should not notify the teacher directly as they should be focused on their students and class, and not checking email or text messages. If this procedure is not followed, the student will need to follow their usual pick up schedule.



## **Student drop-off and Pick up**

### **East Campus**

In all grades, parents can walk their children to their locker during the first week of school. After the first week of school, parents are not allowed to walk their student to their lockers. This is so children can build autonomy and independence.

Parents are not allowed to use the parking garage at any time unless they have written consent from the principal. Parents are expected not to double-park at drop-off and pick-up. Parents are expected to adhere to the drop-off plan located in the school website's Parent Resource folder.

### **West Campus**

Parents are expected to not double-park or drive above the posted speed limit. Double parking prevents pedestrians from seeing oncoming traffic, and it encourages reckless driving from other drivers trying to go around the double-parked car.

### **Records**

Under the Federal Family Educational Rights and Privacy Act (FFERPA) and the Illinois School Student Records Act, parents have certain rights with respect to their children's educational records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level.

For more information regarding FFERPA, go to <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### **Visitors Policy**

Parents and other visitors are always welcome at Ogden. However, in order to maintain security and to protect instructional time, please adhere to the following guidelines:

- Parents and others visiting during the school hours must report immediately to the security desk for a visitor's pass.
- Former students are not allowed to visit with teachers during instructional time.
- High School students who wish to receive Service Hours need the prior approval of the principal or Head of School.
- Parents may request a conference by phone or email.
- Parents who wish to observe in classrooms must provide a written request which must be approved by the principal or designee. Observations must be requested at least two days in advance.
- Parents who bring student materials or supplies to the school must leave them at the security desk, where the student may pick them up during an instructional break.

## Ogden International Enrollment Contract

### PARENT-STUDENT CONTRACT

(A copy of this contract must be submitted at the time of orientation / registration.)

Success at Ogden requires a strong commitment on the parts of students, parent / guardians, and staff. Students who are selected to attend Ogden have chosen to go the extra mile and to live up to expectations that are far beyond those of a typical school. Our goal is for each student to walk across the graduation stage with the ideal characteristics of the Ogden graduate: 1) socially skilled and mature, 2) compassionate, 3) socially just and responsible, 4) well- rounded and holistic, and 5) intellectually competent.

To students and families who are fully committed, the school's staff also makes promises. To partner for success, parents and students should commit to the following promises and should indicate at least one other item at the bottom of this page that will help lead to the student's success at Ogden:

Parents / Guardians promise to be actively involved in their student's education by:

1. Seeing to it that your student attends every class, every day, on time.
2. Backing up the school's academic and discipline policies and encouraging the development of standards of academic and behavioral excellence in your student.
3. Creating your own set of consequences at home for poor behavior and / or attendance, and lack of living up to full potential.
4. Communicating directly with teachers and staff with concerns, and even in the face of disagreement with teachers and staff, seeking to maintain a consistent message of student accountability in the company of students.
5. Proactively monitoring your student's academic progress in concert with the student and by contacting the teacher at the first sign of academic trouble to help create a home and school plan for recovery and success.
6. Recognizing that if school and family efforts at recovery do not work and your student fails more than one class, this may be a sign that you and your student should consider placement in a school more suited to your student's strengths.
7. Attending the two Report Card Pickup events on November 7th and April 16th to conference with teachers and to pick up grade reports.
8. Becoming involved and engaged in the school community by attending events of interest and by volunteering to help on committees and projects of interest on the Family Information Form 3.
9. Communicating any personal issues that may impede student performance to the Counseling Center.
10. Remembering that primary responsibility for your student's academic and behavioral success lies with the student herself / himself.



Students promise to be actively involved in their own education by:

1. Attending every class, every day, on time.
2. Being responsible for your own actions and building personal standards of behavioral and academic excellence as explained in the school's discipline and academic policies.
3. Abiding by your parent / guardian's set of home consequences for poor behavior and / or attendance, or lack of living up to potential.
4. Communicating directly with teachers and staff with concerns and even in the face of disagreement with teachers and staff promising to comply with plans and consequences.
5. Proactively monitoring your own academic progress, communicating progress with your parent / guardians and by contacting the teacher at the first sign of academic trouble to help create a home and school plan for recovery and success.
6. Recognizing that if school and family efforts at recovery fail and you end up failing more than one class this may be a sign that you should consider placement in a school more suited to your strengths.
7. Becoming involved in school sponsored activities that reflect your interests and that will help you grow as a person beyond the classroom.
8. Committing to growing in the International Baccalaureate Learner Attributes.
9. Taking primary responsibility for your academic and behavioral success as you make your way to becoming a successful adult.

The school promises to be actively involved in students' education by:

1. Caring about our students and communicating that care by remaining true to our mission statement and to the development of the student in the characteristics of the ideal Ogden graduate.
2. Working with families and students to develop plans for academic or behavioral recovery in the event of struggle.
3. Returning phone or email communication initiated by students or families within 48 hours.
4. Constantly working to refine our instructional and caring skills to become the nation's premiere college prep school.

Name of student \_\_\_\_\_

Signature of student \_\_\_\_\_

Signature of parent \_\_\_\_\_